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ABSTRACT

This report contains excerpts frcm career education units which were developed by Roanoke City (Virginia) teachers for kindergarten through adult education. Areas presented are (1) career awareness for the kindergarten; (2) a career model for elementary education; (3) a plan for implementing career educatien ccncepts in the elementary school; (4) career awareness in the elementary school; (5) development of a career education program at the junior high school level; (6) career education in the special educatien classroom; (7) survey of career interests-reading students; (8) criminology unit; (9) improving attitudes and skills in hcme economics-related occupational classes; (10) survey of clerical workers in the Roanoke Valley industries; (11) the development of a career resource employment counseling and placement center; (12) career in life-goal planning; and (13) in-service training film ideas. A bibliography lists the audicvisual and reading materials in career education available at the Patrick Henry High Schccl and at the Roanoke City Public Schools' Media Center. (CT)

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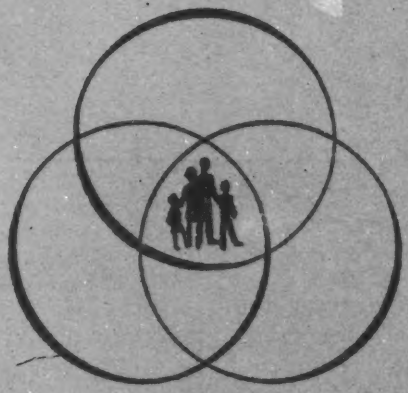

# ROANOKE CITY CAREER EDUCATION PROGRAM

# SELECTED UNITS OF INSTRUCTION IN CAREER EDUCATION

CE 019331

Submitted

September 30, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# P R E F A C E

Career Education, as a concept is a fairly recent innovation, on the American educational scene. On the following pages will be found excerpts from units which have been developed by Roanoke City teachers. This document was prepared and edited by Mr. C. Lewis Pitzer, Director of Secondary Education and Mrs. Mary Gurtner, Supervisor of English.

We hope this document will provide a view of Career Education that will serve the utilitarian practitioner as well as the curriculum innovation.

Roanoke City Schools would like to express appreciation to all contributors to this collection.

Anthony J. Cavallo
Supervisor of Career Education
1976-1977

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# TABLE OF CONTENTS


| | PAGE |
|---|---|
| CAREER AWARENESS FOR THE KINDERGARTEN | 1-5 |
| A CAREER MODEL FOR ELEMENTARY EDUCATION | 6-16 |
| A PLAN FOR IMPLEMENTING CAREER EDUCATION CONCEPTS IN THE ELEMENTARY SCHOOL | 17-25 |
| CAREER AWARENESS IN THE ELEMENTARY SCHOOL | 26-49 |
| DEVELOPMENT OF A CAREER EDUCATION PROGRAM AT THE JUNIOR HIGH SCHOOL LEVEL | 50-68 |
| CAREER EDUCATION IN THE SPECIAL EDUCATION CLASSROOM | 69-73 |
| SURVEY OF CAREER INTERESTS-READING STUDENTS | 74-83 |
| CRIMINOLOGY LEARNING UNIT | 84-102 |
| IMPROVING ATTITUDES AND SKILLS IN HOME ECONOMICS RELATED OCCUPATIONAL CLASSES | 103-136 |
| SURVEY OF CLERICAL WORKERS IN THE ROANOKE VALLEY INDUSTRIES | 137-157 |
| THE DEVELOPMENT OF A CAREER RESOURCE EMPLOYMENT COUNSELING AND PLACEMENT CENTER | 158-171 |
| CAREER IN LIFE-GOAL PLANNING | 172-221 |
| IN-SERVICE TRAINING FILMS | 222-235 |
| BIBLIOGRAPHY | 236-259 |

CAREER AWARENESS FOR THE KINDERGARTEN

CAREER AWARENESS FOR THE KINDERGARTEN

PURPOSE:

This unit, Career Awareness For The Kindergarten, may be planned as the super-structure in which all activities for a given period of time will be directed toward the subject of careers. It may be used over a longer period of time as supplemental instruction related to the regular course of study. It should always be an integral part of the total program.

Since Career Education is developmental, it begins in our school system at the earliest level, kindergarten. From kindergarten through third grade the emphasis is almost totally on providing experiences and activities that promote career awareness.

> Career awareness should begin at an early age to provide all children with a clearer understanding of the many ways in which, as adults, they can insure their personal satisfaction and security by making a meaningful contribution to society.[1]

OBJECTIVES:

1. The students will recognize that America is a working society and that all jobs are important.
2. The students will learn that a variety of workers combine knowledge and skill in the making of any product.
3. The students will become aware of the diverse number of jobs in the community.
4. The students will realize that basic classroom skills are related to future career success.

---

[1]Phyllis Dolgen, Career Kaliedoscope (Fairlawn, New Jersey: January Productions, 1973), p. 1.

5. The students will identify the tools and skills needed in performing certain jobs.
6. The students will learn that men and women have the same opportunity in the working world, provided they have equal skills and training.
7. The students will recognize that our working world is continually expanding with new jobs to meet new public demands.
8. The students will recognize that success and rewards in life are largely based on success and rewards in work.

Career Awareness should be integrated into the curriculum in all phases. The following are ideas and activities that can be incorporated into a unit about community helpers.

1. Begin by discussing the kinds of work in your community. Discuss the tools and skills of the job and the product or service resulting from the work performed. This could be listed or drawn on an experience chart.
2. Plan a walking field trip to a place of employment to give the students first hand knowledge of workers in action. A major part of this planning includes contacting the firm you plan to visit.
3. Take the trip.
4. Follow up the trip by discussing the types of workers observed, and how the workers each share an important part of making the business successful. Draw pictures or list the types of jobs each employee performs. Don't forget to send a thank you note to the firm.
5. Divide the class into small groups to research other community

workers that may be of particular interest. This research can be enhanced through the use of filmstrips, books, magazines, or movies, and coordinated by the librarian. (See list of sources for many helpful ideas in this area.)

6. Each group will select one community helper who will be invited to speak to the class. After the speeches, follow up with a question and answer period. Each group is responsible for writing the invitation to the speaker and sending the thank you note.
7. Discuss the similarities and differences of the work, the benefits as presented by the speakers, and the training required for each job.
8. Have each child construct a hat to represent favorite community helpers. The materials needed are construction paper, glue, and crayons. Let each child make his or her own creation, with as little advice from the teacher as possible.
9. Using the hats, allow the children to perform original skits relating the services of various community helpers. The services of the art and music teachers can be used to help with this project.
10. Play a game of "What's My Line". A specific worker portrayed by a student is selected by choosing from a random selection of job titles placed in a paper bag or box. Members of the class serve as the panel, each asking a question relative to the worker that can be answered "yes" or "no". The game continues until the panel guesses the job of the student.
11. Set up a grocery store in the classroom. Ask the students to

bring empty boxes of grocery items and old shopping bags from home. Label each item with a price, and construct play money. Several checkers, stock persons, and baggers are chosen, and the remainder of the class acts as consumer shoppers. The proper amount of money must be counted by the shoppers and the checkers before the products can be placed in bags.

12. The students can make collages. Pictures of various workers, products, and services are cut from magazines, and glued to pieces of construction paper. A variation of this may be a class mural done on a large sheet of paper.

13. This activity involves the study of construction workers, and the study of working as a team to accomplish a job.

> Divide the class into groups of three. One student is the boss, another is the crane operator, the third is the truck driver. Each group has a crane (rod, string, and magnet made like a fishing pole) and a pile of objects (paper clips, staplers. eating utensils, keys).
>
> Groups stand around their piles of objects. The boss tells the crane operator which object to pick up and where it is to be moved. The operator must move the entire pile as directed. The truck driver times the operation. Everyone has a turn as the boss, the crane operator, and the truck driver. The crane operator moving the pile the quickest and without incident, wins in his group and gets a raise.
>
> After all groups are finished, discuss what kind of training, if any, would be needed. Tell someone who wants to be a crane operator about the job as you experienced it today. Would you rather be a crane operator or the boss?[2]

---

[2]Jane Lawson and Peter Finn, "Career Ed Is No Orphan," Instructor, LXXXVI (November, 1976), pp. 70-74.

14. This activity helps to develop an awareness of postal workers as an important part of the community work force.

> The class traces the path of a letter by visiting the local post office.
>
> Arrange for a post office field trip. Before the trip, have each student write a letter to a family member. It should include information about the trip, what happens to a letter when it is mailed, and what people do at the post office.
>
> On the day of the trip everyone addresses his envelope--not forgetting the zip code--and takes it to the post office. Each student purchases a stamp, affixes it to his envelope, and drops his letter in the mail chute. Then the group takes its tour of the post office.
>
> On the day following the trip have the students write to a classmate at his address. Each pretends he is a postal worker writing about: my first day on the job, the day none of the stamps would stick, the day my best friend at the post office quit his job, or the day the computer mixed up all the zip codes.[3]

Career Awareness should supplement the basic curriculum and be incorporated in the various skills activities.

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[3] Ibid.

A CAREER MODEL FOR ELEMENTARY EDUCATION

## PROLOGUE

This lesson is designed in conjunction with a career class. It's purpose is to help third grade children become aware of the world of work and to help children relate their career development to academic skills learned in school.

The lesson outlined will be taught in three forty-minute sessions over a period of four weeks. It is aimed for all children in a structured self-contained classroom situation where no ability grouping is maintained.

Most of the families are well educated while at the other extreme several come from low socio-economic environments.

All degrees of workers will be utilized since children come from multi-economic backgrounds. Parents, family, school and community will be involved. Several students will be given opportunities to observe parents at work and list safety precautions taken as an outside home-work activity. Also, the family will be incorporated through interviews by their children. Community resource speakers will be used in the absence of field trips. Field trips are prohibited at Fishburn Elementary School.

PHILOSOPHY

This plan is designed to help children become aware of the pursuit of work and the workers who participate in it. Special emphasis will be given to those jobs pertaining to the rules of safety. Obviously, all careers relate to safety, however, this lesson deals specifically to those vocations, which by their very nature, are reliant upon an awareness of safety. Special attention is given to the open opportunities for men and women--dropping the stereotype jobs. Emphasis is placed on showing each holding all types of jobs. This will be shown through resource speakers, films, usage of terms, books, career pictures, and hands on game activities. (See suggested activities).

As students become aware of the diversity of job opportunities, it is hoped they will gain an awareness of the job opportunities available to them.

Included will be an equal ratio of job opportunities in the four job areas: highly trained professionals, skilled laborers, semi-skilled and unskilled. These areas will be represented by resource people whose jobs typify each. It is hoped children will be able to identify with one.

Parents as well as community workers will be involved. Not only as resource speakers, but through interviews, and having children observe them at work.

All speakers have been called with discussions concerning their format. A follow up letter including a map of how to reach the school was sent to each.

Each person was met at the school entrance and escorted to the room. At the conclusion a follow up thank-you letter was written and sent by the class.

CONCEPTS TO TEACH

1. There are many different ways to earn a living.
2. Career opportunities for women have expanded.
3. An awareness of safety is important.
4. Concepts of safety learned in school play an important part in our jobs.
5. Basic skills used in careers are learned in school.
6. Each vocation requires a different amount of training and education.

STUDENT OBJECTIVES

1. To increase a career awareness.
2. To realize that job stereotypes are no longer valid in today's world.
3. To identify many jobs relate to safety.
4. To recognize jobs relate to an individual's likes and dislikes.
5. To become aware of how subjects are interwoven with job skills.
6. To recognize different amounts of skill and education are required for each job.

## IMPLEMENTATION OF OBJECTIVES

In introducing the many avenues of work, school personnel will be used first.

I. School Nurse
A demonstration of various first aid supplies will be discussed including an explanation of how to take temperature. She will explain how math and reading play important part in interpreting temperature and other medical data. (Objective #5)

II. School Dietician
The lesson will be geared toward safety measures taken in this career with an explanation of the importance of hairnets and plastic gloves worn by the school cafeteria workers. (Objective #3)

III. School Bus Driver
A woman bus driver will bring a bus to school and describe her various duties with an explanation disclosing the importance of safety in her job. (Objective #2, Objective #3)

IV. Fire Fighter
The fire fighter will explicate the many duties involved. Children will be given opportunities to sit in the truck and observe how the firetruck operates. (Objective #1)

V. Doctor
Various duties and education required will be discussed. Included by the Doctor will be examples showing that subjects learned in school are used. (Objective #2, Objective #5, Objective #6)

VI. Dentist
A woman dentist will describe the skills needed in her job and the amount of education required. (Objective #2, Objective #6)

VII. Life Guard
Discussion will include how his interest in swimming helped him to become a lifeguard. (Objective #1, Objective #4)

VIII. Bicycle Worker
The shop worker will discuss how his experience and pleasure with bicycles, as a child, helped him in choosing this particular career. (Objective #4)

IX. Telephone Operator
A male operator will demonstrate the procedure for using the telephone in case of an emergency. Also included will be an explanation of how subjects learned in school play an important part in his work. The amount of training and education will be deliberated. (Objective #1, Objective #2, Objective #5, Objective #6)

11. Music
Songs will be sung concerning various workers whose jobs are reliant upon safety. Example: "I've Been Working On The Railroad." Class discussions concerning safety precautions will be emphasized along with discussions including skills and education needed. (Objective #3, Objective #6)

12. Films -- Suitable films will be requested by the Media Center in this school and will be available to the classroom teacher when needed.

## EVALUATION

Evaluation will be based upon the increase of the children's career awareness. It will be measured in four areas. Before the lesson, children will list five professions they'd like most to be. This list will be compared to another list which will be tallied at the conclusion of the lesson. Particular attention will focus in on changes in terminology and change in sexual job stereotypes.

Secondly, evaluation will be concerned with the additional knowledge acquired by the students during the study. Resource speakers and related activities, the importance of the worker's likes and dislikes, and the need for skills developed in school will be included.

The third area will exemplify the student's awareness of the different degrees of skill and education needed in various jobs.

Finally, children will realize how safety rules learned in school are interwoven in jobs.

CAREER TEST

1. What do you want to be when you grow up?

2. Explain how the skills you learn in school would be used in your job.

3. What safety rules would you need to observe?

4. Explain the training and/or education required for your job.

CAREER MATH PROBLEMS

1. If Dr. Bowen made $30.00 an hour, how much would he earn in an eight hour work day?

2. John Smith, the school nurse, earns $26.59 a day. He spends $2.31 for lunch. How much does he have left?

3. Dr. Betty Carlson finds $5.84 in the hospital. Later she finds $1.27. How much do her findings amount to?

4. Mr. Agee leaves for work at 8:15. It takes him 20 minutes to get there. At what time does he arrive?

5. Dr. Tiny is a dentist. If he fills six cavities in 45 minutes, how many will he fill in 60 minutes?

6. If Sidney earns $100.00 in a five day work week, how much does he make each day?

7. In the space provided make a similar career problem pertaining to one of your parents.

CAREER DEVELOPMENT PROGRAM

Student's Name _____
Last First M.I.

Father (or guardian) _____

Occupation _____

Mother (or guardian) _____

Occupation _____

Any other family member _____

Occupation _____

Would you permit your son/daughter to visit you for one day to observe your career?

Father _____ yes _____ no

Mother _____ yes _____ no

Would you permit other students to interview you in regards to your career?

Father _____ yes _____ no

Mother _____ yes _____ no

Would you be available to visit the school for a presentation of your career to a group of students?

Father _____ yes _____ no

Mother _____ yes _____ no

Would you be available to demonstrate your hobby to a group of students?

Father _____ yes _____ no

Mother _____ yes _____ no

Do you have any ideas to share with us in an attempt to enrich our students through a Career Development Program? (Use back of sheet for comments if necessary.)

SURVEY SHEET FOR CAREER CONSULTANTS

Thank you for taking time from a busy schedule to work with the teachers and students of the Roanoke City Public Schools. Your efforts are appreciated. Please respond to the following questions, as this information requested will assist us in coordinating our efforts.

1. Are you or a member of your staff available to speak to students?

   _____ day

   _____ evening

2. Do you have films or other audio-visual materials through your office?

3. Can you accommodate a student(s) in a work situation?

4. Can you supply written materials about your career area?

5. Please make any comments or suggestions that might help us upgrade our program.

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# A PLAN FOR IMPLEMENTING CAREER EDUCATION CONCEPTS IN THE ELEMENTARY SCHOOL

## DEFINING CAREER EDUCATION

Although the United States Office of Education has not officially endorsed any single definition of career education, a 1971 Commissioner's Committee on Defining Career Education gave much attention to the following definition:

> Career education is the infusion into all educational curriculum and student counseling, K through 12, of information and hands-on experience pertinent to real life jobs and the world of work experience. The main thrust of career education is to prepare all students for a successful life of work by improving the basic occupational choice by facilitating the acquisition of job skills, and most important, by enhancing educational achievement in all subject areas and at all levels, through making education more meaningful and relevant to the aspirations of students. Career education recognizes the critical decision in life when students must be prepared and equipped to decide whether to pursue a job or further education or some combination of both work and education.[1]

Dr. Sidney P. Marland, Jr., U.S. Commissioner of Education, and career education's biggest booster, deliberately refused to advance a blue print for the concept of career education. He insisted that the roots of career education are at the local level, and that each community must work out its own program.[2]

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[1]Kenneth B. Hoyt and Jean R. Hebler, Career Education for Gifted and Talented Students, (Salt Lake City: Olympus Publishing Company, 1974), p.23.

[2]"Career Education, A Whole New Focus for Schools," Changing Times, April, 1974, pp. 37-39.

The nearest approximation of a summary of career education written by Dr. Marland states:

> ...What the term "career education" means to me is basically a point of view, a concept--a concept that says three things. First, that career education will be part of the curriculum for all students, not just some; second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he he so elects; and third, that every student leaving school will possess the skills necessary to give him a start towards a livelihood for himself and his family, even if he leaves before completing high school.[3]

In another statement written by Dr. Marland, he adds:

> ...Career education, in sum, would reflect a far broader understanding of the purpose of education in today's highly sophisticated, technical, change-orinented society. The need is not only to fit the person to function more efficiently, but to make him aware of why he is doing what he is doing...and to bring relevance to our classroom for many who, with reason, now find, learning, meaningless.[4]

Kenneth B. Hoyt in his writings made the following observation concerning career education in 1974:

> Career education is the total effort of public education and the community to help all individuals become familiar with the values of work-oriented society, to integrate those values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.[5]

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[3]Ibid., p. 21.

[4]Ibid., p. 22.

[5]Ibid., p. 32.

Whatever the definition being cited or the individual being quoted, it is increasingly apparent that it is imperative to give renewed wmphasis to career education in our schools. We must reverse the traditional timetable for demonstrating to pupils the utilitarian aspects of their education. By exposing children to the information about work and jobs and careers at the elementary level, many students should see the revelance of their education, and be further motivated to learn, and to stay in school long enough to acquire some basic skills needed to earn a living.

PLAN FOR IMPLEMENTING CAREER EDUCATION CONCEPTS

On an instructional continuum established by the U.S. Office of Education, it becomes the responsibility of the elementary school to provide occupational awareness, as well as self awareness when implementing a program centered around career education.

Combining the components of a career education program as outlined in our course, and concentrating on the fifteen clusters of job opportunities to consciously integrate the principles of career education into the existing educational program became the objective of the elementary school.

First, specific time periods were initially set aside to discuss careers. Although this is not a suggested approach, it was felt that general discussions of various careers would provide a higher degree of awareness and would establish the direction we would be taking as a class in subsequent sessions. It was also felt that these initial discussions and activities related to careers would act as a motivational factor.

Second, career education concepts are incorporated into existing lesson plans. As certain lessons are being taught, the concepts of career education are introduced and discussed.

Numerous activities have been used to integrate career education into the existing program in the sixth grade. Listed below are some of the approaches utilized to date:

1. Group Discussions - Various job opportunities with in the fifteen clusters were introduced and discussed

in detail to lay the groundwork for future exploration.

2. Films and Filmstrips - Students enjoyed many of the new career education materials in this category which have recently been purchased by Roanoke City Schools. These materials are available to all classrooms in the city. Excellent treatment of various careers and requirements is provided through this audio-visual approach.
3. Themes on Occupations - Each student wrote a paper on the job or jobs that interested them at this stage in their life. The relationship between existing strenghts and weaknesses of students and job selections was discussed on a voluntary basis.

   These themes provided the opportunity for many interesting discussions.
4. Research of Various Careers - This was a natural outgrowth of previous information and discussions gained from audio-visual materials. Many students became very enthused about the information they found when researching a particular career. A discussion of the importance of various school subjects was explored to bring a higher degree of relevance to each student's research.
5. Student Accompanying Parent to Work - On Parent-Teacher Conference Day, each parent attending was asked about the possibility of his or her son or daughter accompanying either the father or mother to work. Six parents were more than enthusiastic about the opportunity.

As a result, these six students accompanied either one or both parents to work. The results were most rewarding for those participating. Many other students have been motivated to seek the dame arrangements with their parents.

6. Report to Class by Those Accompanying Parent to Work - This particulat activity has to be one of the highlights of the efforts put into the career education program. Each student was asked to record in some method his or her experience for the day and to share with his classmates the results. Most students chose to take a camera and a tape recorder to work with them to record comments and explanations by their parent, and in some cases the comments of other workers that they came in contact with. Two students chose to take slides and to make a presentation in this manner. One child even worked his way, with camera and recorder, into the office of the president of a contruction company before the day was over. The class greatly enjoyed these reports.

   It should be noted that this teacher found the willingness to help and the degree of cooperation by the parents, as well as those workers at the job site, most gratifying. This activity has opened many avenues for future activities.

7. Survey of Parents - Parents of the boys and girls were surveyed to determine how many would be willing to come

to our class to discuss their work. Due to the nature of many of the jobs held by parents of students, as well as regulations of various companies, this activity was more difficult to accomplish. Five parents volunterred to speak to our class about their occupation. Jobs ranged from a mechanic to a minister. These speakers provided interesting information and materials. Thank you notes were sent to all participants.

A copy of the leter sent home to parents will be found at the end of this paper.

8. Community Resource Speakers - As of this writing, a home economist and a speaker from the Virginia Dairy Council have visited our class. Each spoke on good nutritional habits and concluded by explaining the nature of their work and the qualifications to enter each respective field.

This activity will be purused even more at a future date as part of the continuous program in career education in our class.

9. Bulletin Boards and Booklets on Careers - Many boys and girls cooperated in assembling a bulletin board highlighting various careers. The board included snapshots taken by those students who went to work with a parent, as well as booklets on careers compiled by those who showed interest in specific occupations.

November 22, 1976

Dear Parents:

Our class is presently involved in a study of various careers and occupations. We have already had many interesting sessions, as well as excellent reports by students who have actually gone to work with a parent or relative for a period of time.

As part of this study, we would like to invite you to visit our class during the week of November 29-December 3, to discuss your occupation with us. Our school day runs from 9:00 a.m. to 3:00 p.m. If you would be willing to tell us about your job responsibilities, we will do our best to fit your schedule to our school day.

We realize that this will be impossible for many parents because of job regulations or location, but if you could come to Round Hill during this week, we would appreciate your participation and look forward to your visit.

Sincerely yours,

J. K. Copenhaver

---

Please indicate below your preference of day and time if you can visit our class.

| | | |
|---|---|---|
| Monday, | November 29 | Time: _____ |
| Tuesday, | November 30 | Time: _____ |
| Wednesday, | December 1 | Time: _____ |
| Thursday, | December 2 | Time: _____ |
| Friday, | December 3 | Time: _____ |

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CAREER AWARENESS IN THE ELEMENTARY SCHOOL

A Career Awareness Program Related to the
Fairview Elementary School Construction Project

"Career Education" has received widespread attention in public schools since the early 1970's. We as educators would be quick to reply that this is not a "new" field; it falls under one of the basic aims of education.

In previous years educators have relied on personal experiences, lay and professional journals, and consulting with coworkers and friends to provide incidental teaching in the classroom. In our presentation we list guidelines to integrate career education in the total school curriculum.

Various and detailed definitions are available. We chose that one used by Kenneth Hoyt.

> "Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the value of work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."[1]

Keeping in mind the above definition our goals in career education are stated in rather simple and direct terms namely:

1. Have reasons to want to work.
2. Acquire the skills required for work.
3. Know how to obtain work opportunities.
4. Develop attitudes necessary if one succeeds and becomes a productive contributor to society.

Career Education and the Elementary School Teacher lists five components of career education which are the primary responsibility of the school for its student body.

1. Classroom learning
2. Acquiring vocational skills
3. Career development theme

4. Interaction with the business-community as an aid in a training program

5. Seek cooperation of the homes and families of involved students to aid in developing desirable attitudes and concepts.[2]

"Career education should become part of the student's curriculum from the moment he enters school. It relates reading, writing, and arithmetic to the varied ways in which adults live and earn a living."[3]

The question, What Can I Be?, can be a natural part of the total curriculum. Even the first grade beginning reader series, "I Want To Be', explores fifty deverse careers developing reading skills while simultaneously building social studies concepts.

Awareness can be related to studies in the field of space exploration, transportation, nutrition, health, and a multitude of other subjects as well as construction which is the theme of the Fairview Elementary School Study.

In planning the study, the Fairview faculty has agreed to:

1. correlate career awareness activities with the total curriculum.
2. participate in teacher inservice meetings and conferences.
3. use the construction project at Fairview as the basis for various units suitable for the students level of instruction.
4. develop a career education media center for teachers and students.

Hello, Mr. Construction Worker

Kindergarten

"Getting to know you, getting to know all about you," might be one of the songs that the kindergarten teacher sings as she meets the children in the fall. In order to know more about each child, the teacher will listen to the child as he or she tells about his or her family, and she will ask questions that will help her, the teacher, better understand the child. A questionnaire like the one given in this report may be sent home for parents to complete.

The need for career education was made evident in the kindergarten when the children were asked the following questions.

1. Where does your father work?
2. What does he do at work?

OBJECTIVE:
1. To create an awareness of the importance of work.
2. To show the contributions of many people in one area of work.

PERFORMANCE OBJECTIVE: Children will be able to identify work tasks of several of the workers building the new addition to Fairview School and the different sounds of their tools and machines.

PROCEDURE:
1. Story reading and discussion about different construction workers and whay they do.
2. Tours to the job site to observe workers on the job.
3. Role playing of construction workers by the children.

The work tasks in which each child can participate in the classroom.

1. Draw pictures of the different workers.
2. Identify different tools and their sounds.
3. Give the beginning sound of names of the workers and their tools

4. Use diagrams as blueprints to build machines, tools, and buildings with blocks, tinker toys, and Lincoln logs.

5. Let children bring in toys that represent construction tools and machines for a display.

6. Match alphabet letters with proper tools or machines.

7. Write experience stories about tools, machines, and workers.

8. Riddles - carpenter, electrician, telephone lineman.

BOOKS TO READ:

1. Galdone, Paul. The House That Jack Built. New York: McGraw-Hill Book Co., Inc., 1961.

2. Provus, Malcolm. How We Get Our Shelter. Chicago: Benefic Press, 1962.

3. Zaffo, George J. The Big Book of Real Building and Wrecking Machines. New York: Grosset and Dunlap, Inc., 1951.

SONGS TO SING:

1. Music Through The Day. Silver Burdett Co., 1962.

   The Drill, page 89

   Hat Man, page 94

   Big Machines, page 90

   The Steam Shovel, page 91

2. Making Music Your Own. Silver Burdett. Grade 2

   The Carpenter, page 22

   Bling, Blang, page 112

RECORDS:

1. Songs of Home, Neighborhood, and Community. Bowman Records

   The Steam Shovel (1648 - A)

   Trucks (1649 - B)

   Let's Build a House (1647 - A)

RIDDLES:

1. Who wears bib overalls like these with a long thin pocket for following rule and special strap for a hammer? (carpenter)
2. Who wears a belt with pockets and straps for screwdrivers, pliers, and nippers? (electrician)
3. Who wears a thick leather belt with a big steel ring on each side and a safety belt hooked onto the rings? (telephone lineman)

FILMSTRIPS:

1. Adventures In the World of Work.

   Who puts the room in the house?

2. The Little Carpenter. Stanley Tool Company
3. Career Education: What It Is and How To Do It. Second Edition, Hoyt, Evans, Mackin, and Mangum.

OBSERVATIONS:

1. Stood on the site of the new building to listen to the different sounds that could be heard. (birds, cars, trucks, children)
2. Watched dump trucks haul dirt from one location to another.
3. Watched electricians put up new poles.
4. Watched a bulldozer in operation.
5. Watched concrete mixer pour concrete in a ditch.
6. Saw a bulldozer push over trees.
7. Watched a man using a sledge hammer and wedge to split logs.
8. Watched a man saw a long log into small logs.

The following games may be used to evaluate this unit of work.

1. Match pictures of a tool or machine with letter of the alphabet that is the beginning sound of the name of the tool or machine.
2. Listen to tapes of the sounds of the different tools and machines and match sounds and pictures.

ACTIVITIES:

1. Read stories about community helpers in the neighborhood.
2. Have the children find or illustrate a picture of each worker they've found in the community.
3. Discuss and write about how workers in the community are responsible to others.
4. Learn vocabulary: fireman, policeman, plumber, carpenter, etc.
5. Make a bulletin board with helpers in the Fifteen Occupational Clusters.
6. Use Career Flashcards to identify workers.
7. Use riddles to identify the workers.
8. Identify different tools and their sounds.
9. Give the beginning sound of names of the workers and their tools.
10. Use diagrams as blueprints to build machine tools, and buildings with blocks, tinker toys, and Lincoln logs.
11. Let children bring in toys that represent construction tools and machines for a display.
12. Match alphabet letters with proper tools or machines.
13. Write experience stories about tools, machines, and workers.
14. Listen to the different sounds that could be heard (birds, cars, trucks, children) on the site of the new building.
15. Watch dump trucks haul dirt from one location to another.
16. Watch electricians put up new poles.
17. Watch a bulldozer in operation.
18. Watch a concrete mixer pour concrete in a ditch.
19. Watch a bulldozer push over trees.
20. Watch a man using a sledge hammer and wedge to split logs.

21. Watch a man saw a long log into small logs.

22. Field trips to observe workers in action:

    a. Surveyors

    b. Electricians from Appalachian Power

    c. Laborers digging post holes to erect a fence

    d. Heavy equipment operators

    e. Men cutting down trees and sawing up wood

23. Charcoal sketching of "ditch diggers," graders, and heavy dump trucks.

24. Identify the tools by drawing them.

25. Make a booklet on careers with emphasis on the construction cluster.

EVALUATION:

The following games may be used to evaluate this unit of work.

1. Match pictures of tools or machines with letters of the alphabet that are the beginning sounds of the names of the tools or machines.

2. Listen to tapes of the sounds of the different tools and machines and match sounds and pictures.

3. Pretend to be one of the construction workers, and have the other children guess who the worker is that is being portrayed.

4. A match-up Activity Game titled "People and Jobs" for use of the children as an individual or group activity.

5. A recording - "Grandpa Builds A Table" (Creative Movement and Rhythmic Exploration)
   Using construction tools.

Parent's Information Survey

NAME _____ PHONE _____

ADDRESS _____

CHILD'S NAME _____

1. Where have you spent most of your life? (Circle one.)

   A. In this neighborhood.
   B. In this state.
   C. In another state in the United States.
   D. Outside the United States.

2. What type of work do you do? _____

3. What special training or education have you received in preparation for or in conjunction with the job you now hold?

   _____

4. Does your job require special uniforms, training, or involve unusual products or services? _____

5. Would you be willing to speak to the class about your work?

   YES _____ NO _____

6. Would children in our class be able to visit the place where you work?

   YES _____ NO _____

7. How much time would you be willing to volunteer per year to our Career Education Program?

   _____ one hour

   _____ two hours

   _____ three hours

   _____ four hours

   _____ five hours

   _____ other _____

8. What suggestions do you have that will help make the Career Education Program more valuable for individual students?

An Introduction to Career Awareness

Grade I

In an oral pre-test (names listed and checked) not one of twenty-four First Graders was aware of or know the meaning of the word career. My instructional goal, therefore, is to teach the meaning of career as work which is honorable and satisfying. That there are many kinds of workers dependent on each other in the world of work, which includes home, school, and neighborhood. The fifteen major work clusters will be introduced with emphasis on construction. With construction beginning at Fairview School on a new addition, the children can observe construction workers, their equipment and tools.

OBJECTIVES:

1. By the end of the 1976-77 school year the children will be exposed to various jobs, tools, and equipment used in construction.

IMPLEMENTING THE OBJECTIVES:

RELATED SUBJECT AREA: LANGUAGE ARTS

OBJECTIVE #1: To make the class aware of careers -- There are different jobs in the community.

ACTIVITIES:

1. Read stories about community helpers in the neighborhood.
2. Have the children find or illustrate a picture of each worker they've found in the community.
3. Discuss and write about how workers in the community are responsible to others.
4. Learn vocabulary: fireman, policeman, plumber, carpenter, etc.
5. Make a bulletin board with helpers in the Fifteen Occupational Clusters.
6. Use Career Flashcards to identify workers.

7. Use of filmstrips:

   A. Community Helpers Series - Bus Driver, Doctor, Fireman, Grocer, Mailman, Policeman, Dentist, etc.

   B. The Adventures of the Lollipop Dragon

8. Use of riddles to identify workers.

9. Listening activity to expose children to specific jobs from the list entitled Work Widening Occupational Roles Kit.

10. Use of library books - The "I Want To Be Series."

OBJECTIVE #2: The children will be exposed to various jobs, tools, and equipment used in construction.

RELATED SUBJECT AREA: LANGUAGE ARTS, ART

ACTIVITIES:

1. Discussions about the new addition to Fairview.

2. Field trips (weekly) to observe various workers in action:

   a. Surveyors

   b. Electricians from Appalachian Power Company

   c. Laborers digging post holes to erect a fence.

   d. Heavy equipment operators

   e. Men cutting down trees and sawing up wood.

3. Charcoal sketchings of "ditch diggers," graders, and heavy dump trucks.

4. Identifying various tools by having the workers tell about the tools.

5. Identifying the tools by drawing them.

6. Making a booklet on Careers with emphasis on the Construction Cluster. This can continue all year to supplement the various stages of construction.

7. A match-up Activity Game titled "People and Jobs" for use as an individual or group activity.

8. A recording - "Grandpa Builds a Table" (Creative Movement and Rhythmic Exploration) Using construction tools.

FOR EVALUATION:

1. The children will increase their knowledge by 80% in career awareness to be measured by a post test (check list).

# Checklist for Community Helpers
## (Career Awareness)

Name _____

Date _____

Want to be:

a fireman

_____ Yes

No _____

a Nurse

_____ Yes

No _____

a Doctor

_____ Yes

No _____

Contrasting The Colonial Economy
With That Of Today

Grade V

Using the construction project at Fairview Elementary School was an ideal way to correlate the social studies unit on the colonial economy with a Career Awareness unit exploring our industrial society today.

The goals of the study included:

1. To contrast the simplicity of the colonial economy with today's complex industrial society.
2. To develop the concept that the colonial pioneer man was, of necessity, a master of many skills in contrast to the highly skilled craftsman specialist in our society.
3. To illustrate the independence of the individual in colonial society in contrast to the highly dependent worker today.
4. To study the building codes and the zoning laws relating to the construction work being done at the school.
5. To compare the regulations relating to building homes today and in the colonial era.
6. To teach toward an understanding of the reason for laws governing construction work today as well as tolerance for such regulations.

BEHAVIORAL OBJECTIVES: By the end of this unit, the teacher expects the student to:

1. Name the occupations of the southern, New England, and middle colonies.
2. Have some knowledge of the skills needed to carry on everyday life in the colonial days.
3. To understand how the physical features of an area affect the occupations of that area.

4. To be aware of the building codes and zoning laws affecting the construction of the addition to Fairview School.
5. To be aware of the many and varied jobs involved in the construction of the school addition.
6. To be aware of the different levels of job skills associated with the construction industry.
7. To be aware of the different degrees of training necessary for the jobs available in the construction field.
8. To have some knowledge of the salaries and fringe benefits of the construction field.
9. To be able to name at least five jobs related to the construction field.

METHODS:

1. The teacher will lead the students in a study of the colonial economy of the southern, middle, and New England colonies from the social studies book. [4]
2. The teacher will stress how the physical features of the land affect the occupations of that colonial area.[5]
3. The students will view a filmstrip entitled The Colonies Mature which states "Survival required a man of many skills: a carpenter, a farmer, and a hunter . . . a blacksmith, tanner, physican and . . . undertaker. Nor was the woman's work less varied. She was expected to bear and raise a large family. She spun thread for cloth from flax or wool ... She made soap, molded candles, churned butter, and baked bread."[6]
4. The students will view the filmstrip series Life in the Early American Colonies[7] to focus more in detail on the colonial crafts.
5. The students will make reports on colonial crafts to be put into a booklet.

6. The students will make colonial crafts choosing from sand molding candles, weaving belts,[8] creating lanterns from tin cans,[9] or making patchwork pillows.
7. The students will visit the Roanoke Fine Arts Docent Guild Craft Festival at the Roanoke Civic Center.
8. The students will display their crafts in the display case in the multi-purpose room.
9. Mr. Richard Via, Director of Building and Grounds for the Roanoke City Schools, will talk to the students and answer their questions about the building codes and zoning laws relating to the addition to Fairview School.
10. Mr. Wood, Construction Superintendent of the Fralin Construction Company for the Fairview addition, will talk to the students about the jobs relating to the construction including educational requirements, training required, advancement, salaries, and fringe benefits.
11. The students will write "thank you" letters to Mr. Via and to Mr. Wood.
12. The students will view a filmstrip entitled Who Puts the Room in the House?[10] dealing with the construction industry.
13. The students will complete a worksheet accompanying the filmstrip indicating whether they would like or dislike each construction job featured in the filmstrip and telling why.

EVALUATION:

1. Through testing, the teacher will determine whether the students have mastered the social studies skills stated in the objectives.
2. Through informal testing and discussion, the teacher will determine whether the students have developed the career awareness objectives and the desired contrasts in the two economies.
3. Formal testing by the National Testing Service will be conducted in the spring.

## Estimation and Construction

### Grade VI

**PURPOSE:**

Skills learned in the classroom should not only relate to a student's further success in school, but should be readily applicable to his future vocation. It is difficult enough to predict the future demands of our society, and surely impossible to guess the many inclinations and interests of the individual. Thus, the skills taught in school must have as wide a range of future application as possible, and yet be definite enough to be associated with a specific job.

Estimation is an underemphasized mathematics skill. However, it is a nearly universally required skill in areas relating to construction work.

The construction of the Fairview School addition is used as the starting point of this project. My sixth grade math students will have an opportunity to apply estimation skills to determine the cost of construction while they learn about an important job cluster in our economy.

**GOALS:**

1. Students will become familiar with the various factors that enter into the costs of a construction project, including planning, costs of materials, and labor.
2. They will become more familiar with occupations in the construction field, especially the job of construction estimate.
3. The students will be able to draw a building to scale and estimate its total cost.

**PROCEDURE:**

The students will observe the building of the addition to Fairview School, comparing it to other buildings in size and cost.

The reasons for a competitive bidding procedure will be discussed, along with the necessity for careful estimation of costs.

A construction estimator will visit the classroom, explaining factors that enter into the costs of a construction project. Costs of planning, labor, concrete, lumber, wiring, etc. will be discussed.

The students will study and discuss various building plans, discussing costs, as well as discovering costs of building materials.

EVALUATION:

The students will demonstrate their attainment of the goals of the project by drawing a plan for a home and estimating its cost.

Environmental Education and Jobs

Grade VI

In this unit of study for sixth grade students, the teacher will strive to see that the students are made aware of the types of ecosystems, and how science is used to conserve the natural resources. At the same time, the students will learn that man's brain has caused him to destroy these ecosystems and resources through various kinds of pollutions. The students will see first hand the effects that construction has on land and noise pollution. Through each phase of study the pupils will become aware of the jobs related to the prevention of pollution or the promotion of it.

BEHAVIORAL OBJECTIVES:

By the end of the unit of study the students will be able:

1. To name at least four careers in conservation of natural resources.
2. To predict the consequences in the absences of these workers.[11]
3. To identify various occupations that are necessary in construction.[12]
4. To name four careers in construction.
5. To identify jobs involved with the protection of the environment.[13]
6. To name four careers in this area.
7. To develop career awareness through correlation with basic subject material.

METHODS:

1. The pupils will learn about ecosystems.
2. The pupils will make a minature ecosystem with plant and animals and observe the plant life over a period of weeks.
3. The pupils will make a minature ecosystem of microscopic animals only, and with the microscope they will observe the length of the animal life.
4. The pupils will make a chart of the chain of life.

5. The students will learn about the causes and types of pollution.
6. Through research the students will do an in-depth study of two types of pollution.
7. The students will keep a collection of newspaper articles related to pollution.
8. The students will make a bulletin board on pollution called "Pandora's Box."[14]
9. The students will focus on land and noise pollution.
10. The students will interview and keep a record of the jobs of different people on the construction in progress next to our room and discuss the effects of their jobs on pollution.
11. Mr. Richard Via, school personnel in charge of the building, will speak to the students about the codes and laws related to construction and some of the jobs involved.
12. The students will write their versions of "Pandora's Box" and how they would put the pollution demons back in the box.[15]
13. The students will do a study on the jobs of their choice related to environment, natural resources, or construction.
14. The students will make an oral report about their job--education and subjects needed, salaries, availability of the job, and the effects on pollution.
15. Mr. Dave Partington, science supervisor, will present information to the class on pollution and the jobs related. He will take them on a field trip to the job site to see first hand the workers and the effect their job has.
16. The students will prepare a tape to go with the slides that are made during the unit.
17. The students will be tested on the scientific information and jobs

related to the study. They will be able to name four jobs related to construction, conservation of natural resources and environment.

## Developing Career Awareness in the Media Center

In addition to acquainting pupils with all types and kinds of vocational posibilities, the responsibility of the school extends to enabling and encouraging each student to appraise his own capabilities when exploring the requirements of any vocation. The librarian, as Ruth Ann Davies notes, must aid in the student's discovery of himself:

> "No phase of the library program is of greater significance than working directly with students in their search for self-understanding, self-perspective, self-respect, self-realization, and self-fulfillment. The librarian can gain authentic concern for the personal as well as the educational development of each student if he will but ask himself this question, "Have I made it possible for students to go home from school each day having tasted of success and thereby having gained self-respect and educational satisfaction?"[16]

This process of self-discovery should extend to an awareness and development of habits which society demands. Punctuality and responsibility for property are character traits which the library, as well as the classroom, must foster. Such traits will eventually be as important to the student as will be the academic learning he acquires. As Christopher Jencks notes, the school's failure to train the student in "middle-class" habits can have unfortunate results:

> ". . .there is little evidence that academic competence is critically important to adults in most walks of life. If you ask employers why they won't hire dropouts, for example, or why they promote certain kinds of people and not others, they seldom complain that dropouts can't read. Instead they complain that dropouts don't get to work on time, can't be counted on to do a careful job, don't get along with others in the plant or office, can't be trusted to keep their hands out of the till and so on."[17]

The librarian's responsibilities in furthering the development of good social habits include encouraging pupils to return borrowed material on time, teaching them to properly use and respect equipment, and to behave so that others working in the library are not disturbed.

To achieve the goals of service to the school career awareness program, the

media center of Fairview School is establishing the following:

1. An interest center will be prepared in which career-related materials for pupil use shall be kept. This will include books, filmstrips, audio recordings, games, and puzzles. A calendar which notes birth-dates of famous people will also be included. Each pupil will be asked to report on a person whose birthday is the same as his.
2. A file into which pupils and faculty can place newspaper and magazine articles concerning the fifteen job clusters will be organized.
3. A card file of quick career curriculum ideas for teacher use and for learning centers will be placed in the library. Teachers will be asked to contribute ideas in addition to those which the librarian collects from professional periodicals.
4. A list of career-related books will be placed in the library. Teachers have already received comprehensive lists of non-book material and guidance material, which includes media appropriate for career awareness.
5. An expanded collection of career-related materials for classroom and individual use. These will be selected with the cooperation of faculty members. Some materials will be previewed, others, selected on the basis of published recommendations. At all times usefulness to the school curriculum and pupil interest will be considered.

## PLANS FOR CONTINUATION BEYOND UNIT

Since Fairview is a target school, the career emphasis will continue beyond this initial unit. The Adventures of Work[18] series of filmstrips will be used on successive Wednesdays. The Popeye Comicbook Career Awareness Series will be used informally to explore careers of interest to the students. The years work will be culminated in a Career Day. For this day the students will prepare reports on a career of interest to them. The report will include the educational and training requirements necessary, the school subjects related to the career, the wages or salary scale in our area, chances for advancement, and related jobs plus a description of the job. On Career Day, the students will give the reports while dressed for that occupation.

FOOTNOTES

[1] Kenneth B. Hoyt et al., Career Education: What It Is and How To Do It (Salt Lake City: Olympus Publishing Company, 1972), page 1.

[2] Kenneth B. Hoyt et al., Career Education and the Elementary School Teacher (Salt Lake City: Olympus Publishing Company, 1973), page 18.

[3] Kenneth B. Hoyt et al., Career Education: What It Is and How To Do It (Salt Lake City: Olympus Publishing Company, 1972), pages 2-3.

[4] Merle and Fincher Prunty, Lands of Promise (New York: The Macmillian Company, 1971), pages 60-81.

[5] Prunty, pages 62-63 and 67-73.

[6] _____, "The Colonies Mature" America: Colonization to Constitution, 1972.

[7] _____, Life in the Early American Colonies Series, 1962.

[8] Mary E. Platts, Create (Stevensville: Educational Service, Inc., 1966), pages 78-79.

[9] _____, "These Are Ice Lights . . . They cast a warm glow", Sunset Christmas Ideas and Answers, 1972, pages 4-5.

[10] Mary E. Platts, Create (Stevensville: Educational Service, Inc., 1966), pages 78-79.

[11] Bedford County Public Schools, Career Education Through Instructional TV (Roanoke: WRBA-TV), page 43.

[12] Ibid., page 40.

[13] Ibid., page 29.

[14] Dorothy Needhan, "Pollution - A Teaching and Action Program," Grade Teacher, October (1970), page 32.

[15] Ibid., page 31.

[16] Ruth Ann Davies, The School Library, a force for educational excellence (New York: R. R. Bowker Company., 1969), page 197.

[17] Christopher Jencks, "A Reappraisal of the Most Controversial Educational Document of Our Time," (New York Magazine, August 10, 1969).

[18] _____, "Who Put the Room in the House?," Adventures in the World of Work, 1973.

DEVELOPMENT OF A CAREER EDUCATION PROGRAM

AT THE JUNIOR HIGH SCHOOL LEVEL

## INTRODUCTION

Recently, there has been a new emphasis on career education in educational policies. Some reasons for this emphasis are stated in a 1976 report of the Chamber of Commerce.

> "Career education seeks to remove the barriers between education and work by emphasizing preparation for work as a major goal of American education at all levels. Career education benefits all students because they will commence work at some point in their lives, whether they leave school at age 16 or graduate from medical school at age 30. It expands educational and career opportunities by stimulating interest in studies necessary to pursue various lines of work and by giving students preliminary skills to enter anyone of a cluster of different careers."[1]

Other reasons for this emphasis are that youth unemployment is four times greater than adult unemployment. Their turnover is high. College graduates often stay with their first employer less than three years, high school graduates less than one. In an increasingly technical society, highly skilled workers are required. (Among the 565 men aboard the USS Virginia, commissioned September 11, 1976, "---every man is a technical specialist.")[2]

Stonewall Jackson Junior High School has been selected as one of several target schools in the city to implement a career education program. A grant of approximately $1,000.00 has been given to the school to assist in the organization of the program. Twenty of the thirty-five member faculty are engaged in a course emphasizing career education and the entire faculty is involved in career education plans for their classes.

Following is a listing of the activities engendered by career education emphasis.

## FACULTY MEETINGS

A coordinator was chosen at the first meeting and preparations were made to work out a coordinated program involving all departments of the school curriculum. A twelve-step plan from the state Standards of Quality on career education was given to the faculty. Those areas to be developed at the seventh grade level are:

1. Introduction to decision-making; developing work and study habits; developing personality.
2. Explore fifteen Occupational Clusters (USOE)*; subject area emphasis; tentative career objective.
3. Orientation to high school curriculum offering, graduation requirements; tentative long-range plan.

Those areas to be developed at the eighth grade level are:

1. Self-appraisal, value clarification; decision-making skills.
2. Explore job families (data, people, things, ideas); subject area emphasis; tentative career objective.
3. Explore ways to train for various careers; review curricular offerings and long-range plans.

Those areas to be developed at the ninth grade level are:

1. Explore interests, values, aptitudes, and other characteristics in detail; review decision-making.
2. Explore in areas of interest and aptitude (DAT Career Planning); subject area emphasis; tentative career objective.
3. Explore specific ways to train for careers in areas of main concern; review curricular offering; review and adjust program of studies plan.[3]

*United States Office of Education. Bureau of Adult, Vocational and Technical Edcuation.

During the second faculty meeting, it was decided to use the conference room of the library as a career resource center and to emphasize the fifteen occupational clusters of the United Stated Office of Education. These are:

1. Agribusiness and Natural Resources
2. Business and Office
3. Communications
4. Construction
5. Consumer and Homemaking
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation[4]

The career education coordinator gave a chart to the memebers of the faculty listing subject areas, clusters and other material to be followed in planning our career education efforts.

CAREER EDUCATION GUIDE
STONEWALL JACKSON JUNIOR HIGH SCHOOL

Subject Area: English and Languages

Cluster: Communication and Media

Competencies Related to the Area:

1. Communications - oral and written
2. Recording, relaying messages, interviews
3. Filling out applications, writing resume', social security number.

Data to be Collected: Aptitude Survey - DAT

Data Analysis: Guidance, Administration, Teachers, Students

Resources: Career Resource Center

Subject Area: Math

Cluster: Marketing and Distribution

Competencies Related to the Area:

1. Problem solving
2. Accuracy
3. Accounting for time
4. Accounting for money
5. Basic skills in measuring

Data to be Collected: Interest Survey - Eighth Grade

Data Analysis: Guidance, Teachers, Students

Resources: Community Resource Survey and Catalog (Virginia Employment Service), WBRA-TV

Subject Area: Science

Cluster: Agribusiness, Environment, Marine Science

Competencies Related to the Area:

1. Problem solving
2. Organization
3. Awareness of interdependence of jobs, industry, nation and environment

Resources: School Library

Subject Area: Social Studies

Cluster: Personal Service, Public Service, Transportation

Competencies Related to the Area:

1. Vocabulary
2. Occupations - Apprenticeship, Manufacturing, Contracts, Assembly line, Packaging, Professional
3. Understanding society

Data to be Collected: Parent Survey, Pretest - Occupational Knowledge, Survey of Job Supply and Demand

Data Analysis: Social Studies Teachers, Guidance, Teachers

Subject Area: Business

Cluster: Business and Office

Competencies Related to the Area:

1. Accuracy
2. Practice

Subject Area: Art and Music

Cluster: Fine Arts and Humanities

Competencies Related to the Area:

1. Self expression
2. Knowledge of practice makes perfect
3. Value clarification
4. Self appraisal

Subject Area: Health and Physical Education

Cluster: Health, Hospitality and Recreation

Competencies Related to the Area:

1. Vitality
2. Poise
3. Grooming
4. Safety and Protection
5. Practice

Subject Area: Home Economics

Cluster: Consumer and Homemaking

Competencies Related to the Area:

1. Nutrition
2. Safety and Protection
3. Exposure
4. Practice
5. Accuracy
6. Grooming

Subject Area: Industrial Arts

Cluster: Construction, Manufacturing

Competencies Related to the Area:

1. Safety and Protection
2. Formal Apprenticeship vs. On-Job Training
3. Exposure to Apprenticeship
4. Practice

Subject Area: Guidance

Cluster: Self and Others

Competencies Related to the Area:

1. Decision Making
2. Self Appraisal
3. Value Clarification

Data Analysis: Guidance, Administration, Students

Data to be Collected:

1. Tenative Career Objective
2. Orientation to Curriculum
3. Graduation Requirements
4. Planning, Reviewing, Adjusting Program of Study

Subject Area: Library

Cluster: Media

Competencies Related to the Area:

1. Vocation
2. Use of Occupational File and Materials

Competencies to be Developed in all Areas:

1. Self Appraisal
2. Developing Work Habits nad Study Habits
3. Decision Making
4. Individual Inquiry
5. Values
6. Orientation
7. Exposure
8. Vocabulary
9. Entry Requirements for Specific Careers
10. Developing Personal Habits
    a. promptness
    b. attentiveness
    c. attitude
    d. responsibility
    e. reliability
    f. organization
    g. honesty
11. Social Interaction
12. Goal Setting[5]

The faculty decided to request that the Guidance Coordinator purchase the audio-visual media, DISCOVERY KIT, from Scholastic at $169.50. The career education coordinator and the guidance counselor had decided previously to purchase copies of OCCUPATIONAL OUTLOOK HANDBOOK and JOB-O CFKR Career Materials.

Other meetings were held after class sessions. In addition to aforementioned goals, the group made the following decisions:

Objectives:

1. To involve faculty, students, parents and community in continuing career education for students of Stonewall Jackson Junior High School.
2. To assign the task of preparing the library conference room for the career resource center.
3. To make a slide-sound picture set of each teachers' career education project.
4. To conduct a career day during the spring.

Methods:

1. Objective One
   a. Faculty - a career guidance guide was given to members of the faculty
   b. Classes were organized so that the listing of Competencies Related to Area* were taught.
   c. Parents - letters were sent to all parents with the request that they become resource persons for our job files
   d. Community - letters were sent to business and industrial firms requesting that some member of their firm become a resource person and that classes be permitted to visit their establishment
2. Objective Two
   a. Library conference room - and 8' x 15' room, shelves lining one 15' side, a window and entrance door on 8' side. The opposite wall has a short door leading into storage space for the library, the other 15' wall had no permanent fixtures.
   b. Furniture in the room consisted of one desk, one 3' x 6' table for the duplicating machine, four four-drawer metal cabinets in which were stored vertical file items, catalog cards for lost and

*See pages

destroyed books, portrait gallery files, current maps, book jackets, past library financial accounts, publishers' catalogs, etc. The shelves contained the past issues of journals (kept for a three-year period). A laminating machine was kept on the desk.

c. The Guidance Coordinator requested that everything belonging to the library be removed from the room, except the files which could be used by career education needs if empty. Practically, only one file could be emptied of all its contents. The duplicator was placed in the teachers' lounge, the laminator placed in the library workroom along with the verticle file. Another file was stored in the librarian's office, and the third in the storage room. Many of the journals and the contents of the filing cabinet remaining in the career resource center were placed in the school dumpster, others were stacked in the storage room. The window was scrubbed clean.

d. Input - ninety books which the library had on career education were placed on the shelves along with a large collection of pamphlets on all aspects of working. All the materials from the Guidance Department on careers was placed in the library including an occupational file. All the material from the library's section called WHO ARE YOU?, WHERE ARE YOU GOING?, was incorporated into the Career Resource Center. Colored letters, LIFE STYLES, were attached to the window. Matching colored cog wheels with the names of the fifteen clusters were suspended mobile-fashion from the ceiling. A large bulletin board was attached to the empty wall opposite the shelves. Students from the typing class made catalog cards for each item so that students or teachers using the Career Resource Center could

find their interest under one of these headings, SUBJECT AREA, CLUSTER or JOB TITLE. The filing cabinet houses the Community Resource File, the People/Parent Resource File, application blanks from local businesses and the records of the school's career education activity.

e. Community efforts other than that planned and executed by faculty members such as the current Kiwanis Vocational Guidance Program, Virginia Western Community College's CAREER OPPORTUNITIES FOR MINORITIES DAY, and the Career Fair sponsored jointly by Roanoke City Public Schools and Roanoke County Public Schools, also have their programs filed in the Career Resource Center.

3. Objective Three

   a. Camera - SLR 35mm Minolta SRT 101, Flash unit-Rokkor CBX350 Adjustable Bounce Computer Flash, Telephoto lens - 200mm Minolta, Wide-angle lens - Focal 28mm F2.8 multi-coated automatic diaphragm.

   b. Photograph Subjects - career education projects in classes, field trips and close-up shots of titling, charts and slide series information.

4. Objective Four

   a. Data was collected from other sources having career days.

   b. Both business resource persons and recent graduates of Stonewall Jackson Junior High School who are now gainfully employed will be used.

Implementation of the slide-sound set involved taking pictures of the following:

1. Seventh grade girls in Home Economics learning to use measurements.
2. Visiting nurse resource person for health classes.
3. Typing classes preparing questionnaires for local business establishments and parent resource persons.

4. Business class preparing folders and cross reference cards for the Career Resource Center.
5. Students moving file cabinets, machines, and table from library conference room.
6. Students placing letters on window of above.
7. Students of the ROTC on Veterans Day performing service drills.
8. Visitor of Roanoke World News editor to English class.
9. Music classes exploring musical careers. Resource person from Leed's Music Store talked to students.
10. Learning to follow directions in English classes.
11. Learning to be a telephone receptionist.
12. Using the career resource center.
13. Field trip to NASA for science classes.
14. Learning to use the till and make change in the Educable Mentally Retarded class.
15. Field trip to Roanoke World News newspaper plant.
16. Field trip to the office of the Judge of Juvenile Court.
17. Field trip to Virginia Foundry.
18. Field trip to C & P Telephone Company's slicing station.

Implementation of class projects by subject areas (to date) are:

1. English
   a. Developing skills in following directions - attention focused on four types of directions, testing and drilling, experimenting, assembling, and performing.
   b. Students use worksheets, check lists, charts, etc. to evaluate how well they understand and follow directions.
2. Guidance
   a. Developing positive attitudes toward the working world - that it

is an honor to work, to set standards, to develop some sense of self-understanding in planning their future career, and executing decisions in regard to their plans.

b. Assisting students in becoming familiar with the decision-making process affecting their future.

c. Individual counseling with students concerning high school plan and choice of curriculum, including revision of plans from one grade to another.

3. Health

a. Utilization of the career resource center for the purpose of making first, second, and third choices in the career world.

b. Students will explore all phases of obtaining a job.

c. Boys health and physical education classes will be set in the spring for a career education week.

d. The experiences and information garnered will be shared by all the members of the class.

4. Math

a. Careers and job opportunities which might be obtained immediately were discussed in classes. Those children who had worked in construction told about their jobs and methods of payment.

b. Assignment to investigate a job opportunity. Requirement to list job, method of payment, overtime, commissions or special bonuses, working hours, working conditions, advantages, disadvantages.

c. Using jobs students were familiar with, realistic data was required to figure payrolls, regular paychecks with overtime hours.

d. Students compared earnings of a good machinist, a brick-layer, a truck driver, and a receiving clerk so that they can understand the reason for their continuing in school.

5. Music

   a. Introducing seventh grade students to as many music careers as possible.

   b. Exploring the abilities and skills necessary for these careers.

   c. Use of resource persons and field trips.

   d. Evaluation of entire program.

6. Science

   a. Field trip to NASA (Fallon Park School).

   b. Information on NASA's space program, and type of careers involved.

   c. Bulletin board showing science careers. (The crowded appearance of the board illustrates the crowded field of science careers.)

7. Special Education

   a. EMR students will be in the buying market and should be able to handle money correctly.

   b. Using a till a student can count money and make change. He must learn to be a wise consumer.

8. Business

   a. The typing classes typed questionnaires involving use of community resource persons and parents.

   b. Skills in typing envelopes, folding letters, typing labels and card catalog cards were practiced.

   c. Sample follow-up letters, suggested outlines for speakers, plans for preparing for speakers and field trips, and miscellaneous materials were prepared and placed in the career resource center.

9. Library

   a. Film Flunkies Club sponsored by the library teaches students how to use the projector, replace lamps, and make minor repairs to audio-visual equipment belonging to the school.

b. Resource persons from various occupations who are involved with films and filming have been guests of the club. They have been young and enthusiastic about their careers.

Evaluation

Using post-tests, classroom tests, verbal questioning and observations, the faculty will determine if the efforts made toward learning about careers have been successful. A discussion of the results will be held later in the spring.

Future Plans

WBRA-TV Channel 15 has excellent programs for career education on the junior high school level. These programs will be used when the schedules of the various classes permits.

## EXPENDITURES

| | |
|---|---|
| Careers in Music - KR-13 | $32.00 |
| Keyboard Publications, Inc.<br>1346 Chapel Street<br>New Haven, Conn. 06511 | |
| Career Education Wall Charts (Set of 15 charts) | $12.95 |
| Garrett Park Press<br>Garrett Park, Maryland 20766 | |
| Career World - 30 subscriptions @ $3.50 each | $105.00 |
| Curriculum Innovations, Inc.<br>501 Lake Forest Avenue<br>Highwood, Illinois 60040 | |
| Exploring Careers - 1973 soft cover | $3.50 |
| Career Education Activities | $11.00 |
| Abt Publications<br>55 Wheeler Street<br>Cambridge, Mass. 02138 | |
| Occupational Cluster Posters (Set of 15 posters) | $15.00 |
| Houghton Mifflin Company<br>666 Miami Circle, NE<br>Atlanta, Georgia 30324 | |
| Discovery Kit | $169.50 |
| Scholastic<br>3422 Sylvan Drive<br>Englewood Cliffs, New Jersey | |

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Hoyt, Kenneth B., Career Education, Olympus Publishing Company, Salt Lake City, Utah, 1972.

Rader, Martha, Career Education Guide, 1976.

U. S. Chamber of Commerce, Our Concept of Career Education, 1976.

Virginia Department of Education, Standards of Quality, Virginia State Guidance Service, 1976.

## CAREER EDUCATION MATERIALS

(Two copies of each of the following items)

1. Career Education Incremental Project
2. In-Service Training Films
3. Career Education Curriculum Overview
4. Career Awareness in the Elementary School
5. Career Education in the Special Education Classroom
6. Guidelines for Using Resource Persons-Career Education Project
7. Career In Life-Goal Planning
8. Fifth Grade: Career Awareness
9. Survey of Clerical Workers in the Roanoke Valley Industries
10. A Plan for Implementing Career Education Concepts in the Elementary School
11. Criminology Learning Unit
12. Survey of Career Interests
13. A Curriculum Study of Career Education in Primary Grades
14. Development of a Career Resource Employment Counseling and Job Placement Center
15. Career Awareness: An Inter-Disciplinary Approach at Patrick Henry High School
16. Improving Attitudes and Skills in Home Economics Related Occupational Classes

## FOOTNOTES

[1] United States Chamber of Commerce, Our Concept of Career Education, 1976.

[2] Speech by Captain George W. Davis, Jr., Commanding Officer of USS Virginia CGN 38, September 11, 1976.

[3] Virginia Department of Education, Standards of Quality, Virginia State Guidance Service, 1976.

[4] CACO, Clusters Approach to Career Orientation, VPI, 1975.

[5] Rader, Martha, Career Education Guide, 1976.

CAREER EDUCATION IN THE SPECIAL EDUCATION CLASSROOM

## CAREER AWARENESS FOR THE MENTALLY RETARDED

PURPOSE:

The instruction of the mentally retarded student is one of the major responsibilities of the Roanoke City Schools. These students will be competing with more able applicants for jobs all through their lives so any and all instruction relating to future employment should be explored zealously. Such students do not usually pursue education beyond the high school level so participation in actual career activities is extremely important.

OBJECTIVES:

1. To develop organizational skills, group co-operation, and individual competence in a structured assembly line process.
2. To acquaint the student with some techniques basic to assembly line procedures.
3. To develop habits that may be successfully transferred to job situations, i.e., punctuality, cooperativeness, decision making, completion of a task, and dependable attendance record.
4. To recognize skills and abilities required for various careers.
5. To acquaint the student with the techniques needed to complete a handicraft product.
6. To understand the interdependency of the workers within a factory.
7. To understand the necessity for record keeping, i.e., keeping a time sheet, computing one's salary.
8. To give actual work experience to the students in as many specific techniques as possible.
9. To include family and community input when it is possible.

10. To use private and public employers, industrial nurses, personnel directors, and vocational education instructors when they are available.
11. To recognize the difference between unskilled, skilled and professional jobs in various fields such as health.
12. To plan a field trip to a factory in actual operation.
13. To develop and market a plaque as an example of handicraft instruction and manual labor.

PROCEDURES:

A "hands-on" approach was developed, and each student worked in each process making up the production activities. Some students acted as inspectors to evaluate the finished project. When possible the services of the several vocational education departments were used.

SPECIFIC ACTIVITIES:

STEPS IN PRODUCTION

1. Sanding the wood plaque surface and corners
2. Staining the wood plaque
3. Shellacking the wood plaque
4. Attaching the hanger on the back
5. Tracing the pattern on the front of the plaque
6. Hammering the nails into the plaque
7. Spray painting the flower pot
8. Gluing the flower pot into place
9. Painting the nail heads to look like flowers and leaves

EVALUATION:

In the classroom factory good attitudes and good work habits were stressed. Working together developed cooperation and better social adjustments for the students. Enthusiasm and a student's willingness to do his work was an obvious reflection of the success or failure of the program for the individual pupils. The finished product was an achievement that all the students could show with pride, and they did.

ARITHMETIC COMPUTATION WORKSHEET

Directions:

(1) You are working in a job that pays $1.75 an hour.

(2) Use this sheet and this hourly wage to complete the work schedule.

(3) At the end of the week answer the questions at the bottom.

| DAY | TIME WORKED | WHAT YOU EARNED |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

1. How many hours did you work that week? _____

2. How much money did you make that week? _____

3. How many hours did you work on Thursday? _____

4. What day did you work the least number of hours? _____
   How many hours? _____

5. What day did you work the most number of hours? _____
   How many hours? _____

HEALTH WORKSHEET: DECISION MAKING

Objective: The students will set up an imaginary factory, making all of the decisions themselves.

Directions: Read each of the questions below and discuss them together. Answer them.

You are an owner of a factory:

1. What will you name it? _____
2. Make a sign for it. _____
3. Where is it located? _____
4. How many tables do you have in it? _____
5. How many people will work at one time? _____
6. What will you make (the end product)? _____
7. List the many jobs needed to be done to finish the product.

SURVEY OF CAREER INTERESTS - READING STUDENTS

## INTRODUCTION

"There is something fundamentally wrong with the way in which youth move from school to work," states the National Committee on Employment of Youth; and we think they are correct. The teenage unemployment rate in this country--which ranges between 15 - 20 percent--is the highest of any western nation. For black teenagers, unemployment runs as high as one out of three; and in the inner-city ghettos, it is closer to one out of two.

The National Advisory Committee on Vocational Education has stated:

> At the very heart of the problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, and students. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations and our silent support, is snobbish, undemocratic, and a revelation of why schools fail so many students.

The National Committee for the Employment of youth states:

> Ours is a front-end, loaded educational system. All the education comes in the beginning, and this is supposed to equip a person for work for the rest of his life. There is a linear lockstep that structures 12 or 16 or 20 years of school in the beginning and then no more school but only work. At school youth is taught not only what he or she can use immediately upon being employed but also that knowledge and skill which cannot be used, in many cases, until years later at the height of one's career. The inflexible and artificial separation of school from work prevents an orderly and logical sequence of learning and experience.

Liston, 1973, "On the Job Training" pointed out that the schools are dysfunctional or irrelevant to the real world, and they "turn off" even the eager student. For many dropouts, the decision to leave school is an appropriate and intelligent response to an untenable situation. The inability of schools to provide dropouts with a viable second chance is a major reason for the establishment and expansion of out-of-school youth, manpower program according to Dr. A. H. Cain, Young People and Work.

Today's Education, 1976, states: "Youth unemployment rose sharply in 1975." In the year ending in October 1975, the unemployment rate for people aged 16 - 24 who weren't in school increased approximately 4 percent according to a recent report by the U. S. Department of Labor. The unemployment rate for college graduates increased but remained the lowest of all youth groups. High school graduates not in college were both, more likely to be in the labor force, and less likely to be unemployed than dropouts.

The U. S. Office of Education and the National Association of Secondary Principals said, "High schools should ease transition from school to adulthood." Treat students more like adults and give them education related to their present lives, involve the community in the school's daily activities, allow flexible enrollment for students over compulsory school age. These changes should make the transition to the world of work easier for young people.

## GOALS

1. Restructure the reading program around the student's real life developmental needs.
2. Integrate the academic knowledges and skills with occupational training.
3. Assure that each student will be prepared for further career development or employment.
4. Provide for each student a reading program relevant to his career aspirations.
5. Incorporate community resources and non-school educational opportunities.

## PURPOSE

To give the students a realistic view of jobs-in-action that they are contemplating for a livelihood.

The class involved in this study is a reading improvement class of thirteen students--four girls and nine boys. The reading levels range from grade 2 to grade 9; however, these students are in grades 10, 11, or 12. Two of the students are college bound. The others will terminate their education after high school. One will probably not finish.

One of the main goals for doing this type project is to acquaint the class with various careers in which each can find enjoyment as well as maintaining a livelihood. Most of these students will remain in Roanoke after high school; therefore, we chose job opportunities located in the Roanoke Valley.

The first class activity was a group discussion of what plans each student had for the future. Several knew exactly what the next several years held for them; some knew what occupations they wanted; some, of course, were undecided. Each was asked to make a list of those careers he would choose should he have to enter the working world today. From this list, we, the advisors, selected speakers who were in those fields. We then asked other speakers from various fields so that the students could consider a multitude of opportunities. One speaker is an active parent in Patrick Henry's P.T.A.; two are teachers in our school; one is a clerk-typist in our school; the other speakers are citizens of the community.

We felt that teaching values and courtesy were as important as studying careers. We, therefore, suggested that a student go to the proper administrator to secure a parking space for the speakers. Each speaker was met at his car or classroom and conducted to our romm; and each received a letter of appreciation for his/her coming.

The speakers were invited by letter. They were told of the make-up of the students in the class and the time the class was in session. They were asked to include in their talk the following topics:

1. Job offerings (including custodial)
2. Qualifications
3. Education
4. Salary or wages
5. Fringe benefits
6. Opportunities for advancement

They were, also, asked to give the class time for questions. We suggested that they emphasize the lower portion of the scale rather than the upper. Many of these students need employment now--even the college bound; therefore, we wanted the available opportunities for the unskilled as well as the skilled.

Our first speakers were two reporters from one of the local papers, The World-News--one a white male, the other a black female. From them we learned that only 10% of the 425 employees on the paper staff were writers. Mr. McLelland explained the work of the following careers with the newspaper. Most of these jobs can be handled by high school students, either after school or during the summer.

1. Janitors
2. Drivers
3. Stuffers
4. Mailers
5. Carriers
6. Receptionists
7. Auto Mechanics

8. Apprentices for engravers

9. Delivery personnel

He emphasized qualities noted by employers when considering an applicant: (1) Personality (2) Ability to get along with people (3) Loyalty (4) Honesty. He also said that potential employees should demonstrate: (1) Interest (2) Constructive work (3) Punctuality. He pointed out that many business concerns will help with student education in both time and money if students are really interested in that particular employment.

Mrs. Poindexter, our second reporter, concentrated on those careers which required training beyond high school. Most newspaper office managers must have at least two years of College work. She reiterated those jobs for which high school students could now qualify and she described the procedure each student must follow to apply.

Mrs. Bowles, a secretary-clerk-typist in our school, gave a most interesting talk on the qualifications and opportunities of her career. She stressed the fact that both sexes were needed in this occupation; gave examples of males in the field; stated where the most jobs could be located, citing especially the Armed Forces. High school students might find work after school and during the summer as filing clerks; however, those students with typing would find a larger field for employment. Those with a knowledge of business machines would have the best opportunities.

A sargent from the United States Army talked to the group. He explored many careers for both sexes and showed a film which depicted these careers. The students were much impressed, especially when he explained the army's financial aid to further education after high school.

Mrs. Williams, a registered nurse who teaches classes in health careers in our school, was another guest speaker. She told of the jobs in hospitals which are outside the medical field, such as:

1. Security officers
2. Telephone operators
3. Typists
4. File clerks
5. Janitors
6. Nurses aides

Mrs. Williams also brought slides portraying the history of medicine. She closed her talk by telling of the education required by Licensed Practical Nurses, Registered Nurses, and Medical Doctors as well as the various fields in which one can specialize.

The students were taken on a field trip to Jefferson Hall which houses the vocational education of our city. We saw students at work in the printing shop, machine shop, auto mechanics, welding, cosmetology, food services, and clothing services. Each teacher explained the course and stated that most personnel were placed in jobs after graduation.

We spent two days in our Career Center at Patrick Henry. The first day, the various stations were explained and on the second day, the students used the laboratory themselves. Each was given a mimeographed questionnaire about which they found the answers.

The day following each session the class evaluated what we had seen and heard. We listed those jobs in which there were possibilities for part-time employment enabling students to work after school hours. We compiled those jobs which necessitate further training, and those which require a college degree.

On those days which we had no speaker or tour, we learned to complete numerous forms, such as:

1. Applications
2. Work permits
3. Auto transfers
4. Licenses of all kinds
5. Social security
6. Withholding tax
7. Business letters, including those asking for interviews

The students enjoyed all of these activities. We believe that now they will be better able to cope with the world of work. We are sure that they will know in which direction to turn when they are ready to locate that job.

## CONCLUSION

The following suggestions would be recommended as desirable curriculum changes:

1. Restructure the reading program around the real life developmental needs.
2. Integrate the academic knowledges and skills with occupational training.
3. Assure that each existing student will be prepared for further career development or employment.
4. Provide for each student a reading program relevant to his becoming a self-fulfilled, productive, and contributing citizen.
5. Incorporate community resources and non-school educational opportunities.

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CRIMINOLOGY LEARNING UNIT

## FINGERPRINTING

Purpose: To explore one phase of the work of a criminologist and develop an awareness of the variety of careers offered in the criminal justice system.

Grade Level: Nine - Public Service

Materials Needed:

| | | |
|---|---|---|
| powdered charcoal | scotch tape | blocks of wood |
| sulfur | water - coloring brushes | glass beakers |
| talcum powder | small glass bottles | white paper |
| stamp pad | classification cards | balance |

Procedure:

I. Introduction

Historians believe that the Chinese used thumbprints to sign documents long before the birth of Christ. Many persons in the past sought to set up on a scientific fasis the permanent character of fingerprints as a means of identification.

Fingerprinting is the chief method of identifying a person with absolute certainty. Fingerprints are the impressions made by ridges of the bulbs of the fingers and thumbs. These ridges form the fingerprint pattern, which remain unchanged throughout a person's life. No two fingerprints have as yet been found to be exactly alike. Therefore, fingerprints are a foolproof means of classification.[1]

II. Types of Fingerprints

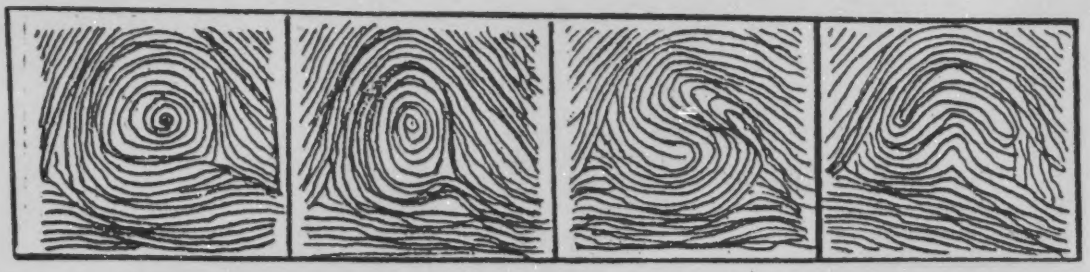
A. Arches - compose about 5% of recorded fingerprints

1. plain arch - the ridges form a gradual hill near the center of the fingerprint
2. tented arch - similar to the plain arch except that instead of a gradual hill there is a sharp steeple-like point

B. Loops - account for about 65% of recorded fingerprints; are distinguished by the hairpin - type shape in the ridges
   1. ulnar loop - loop slopes toward the little finger
   2. radial loop - loop slopes toward the thumb

C. Whorls - account for about 30% of recorded fingerprints
   1. plain whorl - at least one ridge makes a complete circle
   2. central pocket loop - a cross between a plain whorl and one of the loops
   3. double loop - characteristic "S" type pattern
   4. accidental whorl - contains two or more patterns or a pattern not covered by the other categories[2]

ULNAR LOOP RADIAL LOOP TENTED ARCH PLAIN ARCH



PLAIN WHORL | CENTRAL POCKET WHORL | DOUBLE - LOOP WHORL | ACCIDENTAL WHORL[3]

III. Fingerprinting Activities

A. Activity 1 - These are the prints taken directly from the "suspect's" fingers. Law enforcement use a thick black printer's ink, a glass slab and a roller to make exact prints, but similar results can be achieved with a regular inked stamp pad.

1. Place the opened stamp pad on the edge of the table where the fingers not being inked will not interfere with the finger with which you are working.
2. Tell your lab partner to relax and to allow you to press his finger against the pad.
3. After the "suspect" is relaxed, lightly press the bulb of his finger on the ink pad.
4. Lift the finger, look at it closely to see that it is inked properly and then press it lightly on the classification card.
5. Repeat procedure for each finger on both hands.

B. Activity 2 - There are three ways in which fingerprints can be found. Sometimes the prints are left in a very soft material such as the wax of a candle or soft mud. Sometimes

a careless person will leave prints in wet paint or blood. However, many times these situations do not occur. The natural oils and microscopic particles of grease and dirt that are always on your fingers leave a print whenever you touch something. These fingerprints which must be treated to be made visible are called latent prints. In this activity we will find latent prints on some surfaces. Since some surfaces are very light in color (white paper) and some surfaces are very dark (car tires), we must use two different print "developers" to make the latent print visible.

1. Finding fingerprints on a light colored surface:

   A dark colored fingerprint powder is used to find fingerprints on a light surface. This dark colored powder is easy to make:

   a. Measure 0.3 grams of charcoal and place it in the small glass bottle.
   b. Measure 0.3 grams of sulfur and place it in the small bottle on top of the charcoal.
   c. Shake the bottle to mix the ingredients.
   d. Take a piece of white paper and place it on a desk. Breathe on a finger to make it moist, and make a print on the paper.
   e. Without touching or smearing this print, dust on a very small amount of your fingerprint powder.
   f. Shake the paper to spread the powder over the print, then blow off the excess powder in the trash can.

2. Finding the fingerprints on dark surfaces:

   To bring out fingerprints on dark colored surfaces you need a light colored fingerprint powder. To make a light colored powder:

   a. Measure 0.3 grams of sulfur out on a trip balance and pour it into the glass bottle.

   b. Measure 0.6 grams of talcum powder and place it in the bottle on top of the sulfur.

   c. Shake the bottle to mix both ingredients.

   d. Most of the items that you could use the light powder on would be very difficult to shake. Because of this, shake a small amount of the light powder on the surface you wish to test and lightly brush the powder over the surface.

   e. Once the print has developed, lightly blow the powder away from the prints.

3. Lifting fingerprints:

   a. You can protect and move the fingerprints you have just found by a process called "lifting."

   b. To lift a fingerprint take a piece of scotch tape and stick it to the surface in front of the print.

   c. Try to get the tape to stick to the surface first to anchor it. If the tape slips when you move it across the print you will not get an accurate image.

   d. Gently press the tape down onto the print.

   e. Carefully remove the tape from the surface.

## ADDITIONAL ACTIVITIES

Activity A

Take a piece of white paper and hand it to your lab partner in the room. Return to your seat with the paper and "dust" it for the prints. As the prints develop, see if you can tell the difference between your prints and the person that handed the sheet to you. Compare the prints with the "on file" card in the box. Can you tell which fingers the person used to handle the paper? Some things to look for:

1. The type of print - loop, arch, etc.
2. Direction of the pattern.
3. Number of lines between two easily identified points.
4. Compare the steepness of lines in the pattern.
5. Cracks or distortions of patterns.

Activity B

Take the block of wood on the table and have your lab partner place a fingerprint on the surface. Dust the surface of the block to bring out the latent print. Is the print as clear as the one in the first activity? Probably not, the surface is not as smooth as the paper and this makes the print more difficult to read. Compare the print on the wood to the ones on your lab partner's permanent file. Which hand did he use to make the print? Which finger? Wipe the print off with a dry towel.

Activity C

There are several empty glass beakers sitting on the table. These have been handled by one of the members of the science staff. His fingerprints

should be on file. Handle these beakers carefully so you will not smudge the prints. Dust the beaker for the prints and compare these prints with those on file. Record the beaker letter and the name of the person you think handled it. Turn this in to the instructor.

IV. Other suggested activities:

(1) Collect and classify the fingerprints of all class members

(2) Prepare individual "Wanted" posters, using fingerprints of subject

(3) Collect "Wanted" posters from FBI, and exhibit in the classroom

(4) Invite a crime lab technician to be a guest speaker and demonstrate methods of fingerprinting

(5) Post enclosed charts on bulletin board; allow students to research the careers they are interested in

(6) Assign a particular television show portraying criminal justice occupations

(7) List every career depicted in the show related to the criminal justice system and describe the duties shown

(8) Discuss what personal characteristics are desirable for the various careers and the advantages and disadvantages to be expected in each career

(9) Class visitation by a worker from each of the three areas of the criminal justice system to discuss their careers

(10) Take a field trip to the courthouse, jail and police station

## POLICE WORK

| Occupation | Workplaces | Typical Duties | Minimum Education | Annual Salaries |
|---|---|---|---|---|
| City Police Officer | city and town police departments | prevents criminal activities; investigates crimes; protects property; makes arrests; renders first aid in accidents; gives directions to the public; enforces the law; duties may be divided into patrol duty, traffic duty, and detective work | high school graduation although many departments now require at least a two-year college degree | $ 9,500 to $25,000 |
| County Police Officer | county police departments | same duties as city officers except in areas not covered by a city police force | same as city police officer | $ 9,500 to $25,000 |
| State Police Officer | state police department, state highway patrol units | usually patrols state and federal highways and rural areas of the state; may perform similar duties to city and county police officers | same as city police officers | $ 7,500 to $25,000 |
| FBI Agent | Federal Bureau of Investigation offices throughout the country | investigates federal crimes such as smuggling, kidnapping, bank robbery, and hijacking | bachelor's degree, particularly in accounting, languages, and social sciences | $15,000 and up |
| Sheriff | every county in the U.S. | performs routine law enforcement duties according to need; appoints deputies to deliver court papers and enforce laws | high school graduation; this is an elected official | not available |

| | | | | |
|---|---|---|---|---|
| Criminologist | usually works for governmental agency on state or federal level | uses sociology to investigate causes of crime and methods of prevention | bachelor's or master's degree in criminology or related social science | $10,000 to $25,000 |
| Criminologist Forensic Scientists | local, state, or federal crime laboratories | supervisors, crime lab technicians - in interpreting physical evidence - in detective work or to prepare a court case; often use chemistry and physics in analysis | bachelor's or master's degree in chemistry or physics, or specialization in criminology or a related field | $10,000 to $25,000 |
| Crime Laboratory Technician | same as criminologist | collects, preserves, and examines evidence from a crime; examples include: fingerprint analysis, ballistics (weapons) tests, chemical analysis, document verification, bomb disarmament and so forth | associate or bachelor's degree in science, physical evidence specialization, or related area | $ 9,000 to $15,000 |
| Deputy U.S. Marshall | works for the U.S. Marshals Service throughout the U.S. and its posessions; Marshals are appointed by the President, deputies are selected through the civil service system | serves as officer of the federal court and agent of the Department of Justice; transports federal prisoners, protects court witnesses, delivers court papers, maintains order in federal courts | bachelor's degree preferred though not required; deputies must pass civil service exam and have previous experience dealing with public | $ 9,000 and up |

## COURT WORK

| Occupation | Work Places | Typical Duties | Minimum Education | Annual Salaries |
|---|---|---|---|---|
| Judge | federal, state or local courtrooms | conducts court by determining court procedures, instructing witnesses and jurors; hears and decides question of law, sentences defendants | must be law school graduate, member of the state bar association, and have practiced law for a predetermined number of years | $10,000 to $65,000 |
| Para-Judge<br>Magistrate<br>Hearing Officer<br>Referee<br>Master | federal, state, or local court-rooms | holds hearings, determines and interprets evidence, makes recommendations to judge, does not make final legal decisions | same as judge | varies greatly, figures not available |
| Law Clerk<br>Staff Assistant<br>Research Assistant | federal, state, or local court offices | performs legal research for judges and assists in preparation and writing of judicial opinions | must be law school graduate and member of state bar association | $10,000 to $25,000 |
| Defense Attorney or Prosecuting Attorney | law offices; federal, state, and local government agencies; courts | represents one side of a case in court by researching, interviewing, and advising client; argues before judge and jury in court | same as law clerk | $15,000 to $75,000 |
| Paralegal<br>Legal Assistant | same as lawyer | prepares and files legal papers; assists lawyers in researching and preparing a case; may be present in court | high school education although trend is toward 4-year college degree plus one to two years training on the job or in a school program | $10,000 to $20,000 |

| | | | | |
|---|---|---|---|---|
| Legal Administrator<br>Law Office Manager | same as lawyer | supervises operations of law office, trains legal assistants | same as paralegal although some specialized programs are being developed | $10,000 to $15,000 |
| Court Administrator | federal, state, or local courts | manages day-to-day operation of a court; supervises court employees | bachelor's degree in public or business administration or related field; on-job training usually required; some courts require master's degrees | $15,000 to $30,000 |
| Social Service Worker | federal, state, or local courts | counsels, interviews, and advises juvenile and adult offenders, supplements parole or probation officers (see corrections work) | bachelor's degree in one of the social sciences; some courts provide specialized training; federal courts usually require master's degree and several years of related experience | $10,000 to $20,000 |
| Clerical Worker<br>Court Secretary | federal, state, or local courts | makes up largest group of court workers; handles recordkeeping and clerical tasks; takes notes for judges; may be part of judges personal staff | high school education and some clerical experience | $ 6,000 to $15,000 |
| Court Reporter | federal, state, or local courts | records and transcribes every word said by all parties during a trial; work is done manually or on a stenotype machine | high school education plus special training in typing and stenography; some college-level courses are available | $10,000 to $50,000 |

| | | | | |
|---|---|---|---|---|
| Court Security Worker | federal, state, or local courts | provides courtroom security; maintains order in court facilities; delivers court orders and writs; transports prisoners | high school graduate | $ 8,000 to $15,000 |

## CORRECTIONS WORK

| Occupation | Workplaces | Typical Duties | Minimum Education | Annual Salaries |
|---|---|---|---|---|
| Correctional Administrator | state and federal prisons; governmental agencies; youth institutions | administers correctional institutions; supervises personnel; coordinates correctional programs; may counsel inmates on personal and family problems | bachelor's degree in public or business administration, plus some courses in social science; some jobs require master's degree | $10,000 to $30,000 |
| Correctional Officer<br>Guard<br>Custodial Officer | prisons, local jails, youth institutions | supervises security, custodial duties, and work assignments of inmates | high school diploma usually preferred | $ 7,500 to $12,000 |
| Group Supervisor (Cottage Parent) | penal and rehabilitative institutions for juvenile offenders; employed by local, state, and federal government | takes custody of inmates in juvenile institutions; supervises, trains, and counsels young offenders in group and individual situations; works with and counsels parents | bachelor's degree in one of the social sciences | $10,000 to $15,000 |
| Correctional Caseworker Aide and Specialist | penitentiaries, juvenile and youth offender institutions, narcotic rehabilitation units, medical centers, community treatment centers | cares for offenders in custody; helps assemble information about individual offenders; aids in treatment, training, and recreation programs; assists in supervision, research and administration | bachelor's degree in one of the social sciences | $ 8,000 to $15,000 |

| | | | | |
|---|---|---|---|---|
| Probation Officer | offices, correction institutions, in the home and community of the ofender, courtrooms; works for city, county, or state and federal courts | conducts pre-sentence investigations makes recommendations to the court; assists in supervision of probationers and helps in their readjustment to community life | bachelor's degree in one of the social sciences | $ 8,000 to $15,000 |
| Parole Officer Parole Aide | usually works for state or federal parole offices, halfway houses, and crisis centers in the community of the offender | develops community resources to aid offenders in readjustment after release; conducts pre-release investigation; counsels and gives support to individuals re-entering the community | bachelor's degree in one of the social sciences; some systems employ exoffenders in this job | $ 8,000 to $15,000 |
| Penologist | prisons and local state, and federal governmental agencies | a sociologist who investigates effects of corrections system on offenders; designs management systems for prisons; develops rehabilitation programs | usually requires master's degree in sociology, specializing in penology | $15,000 to $20,000 |

GENERAL

The National Council on Crime and Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, NJ 07601
Pamphlet: "Careers in the Criminal Justice System," single copy free

U. S. Civil Service Commission
1900 E Street, NW
Washington, DC 24015
Pamphlets: BRE-38, "Law Enforcement and Related Jobs with Federal Agencies," and "Careers in Criminal Justice," single copy of each free.

BOOK

ON THE JOB, edited by Joseph L. Norton
Ferguson Publishing Company
6 North Michigan Avenue
Chicago, IL 60606
(1970; $7.95)

POLICE WORK

Police Foundation
Communications Department
1015 Eighteenth Street, NW
Washington, DC 20036
Manual: "Women in Policing," single copy free to guidance counselors and career educators.

California Association of Criminalists
Box 22015
Sacramento, CA 95822
Pamphlet: "Criminalistics," single copy free.

U. S. Civil Service Commission
1900 E Street, NW
Washington, DC 20415
Brochures: "Police Officer," "Police Cadet," and "Federal Protective Officer," single copy of each free.

International Association of Chiefs of Police
Office of Information Service
11 Firstfield Road
Gaithersburg, MD 20760
Directory of colleges and universities offerning law enforcement programs; single copy free.

BOOKS

THE MAKING OF A WOMAN COP, by Mary Ellen Abrecht
William Morrow and Company
105 Madison Avenue
New York, NY 10016
(1976; $8.95)

OPPORTUNITIES IN LAW ENFORCEMENT AND RELATED CAREERS, by James D. Stinchcomb
Vocational Guidance Manuals
620 South Fifth Street
Louisville, KY 40202
(1976; $2.45 in paperback)

YOUR FUTURE IN LAW ENFORCEMENT, by Allen Z. Gammage
Richards Rosen Press, Inc.
29 East 21st Street
New York, NY 10010
(1974; $1.95; available through Career World book service)

YOUR CAREER IN LAW ENFORCEMENT, by Robert A. Liston
Julian Messner Division of Simon and Schuster
1 West 39th Street
New York, NY 10018
(1973; $5.29)

COURT WORK

Check your school library or counselor's office for Chronicle Guidance Brief #265, "Court Reporter," Brief #304, "Court Clerk," SRA Occupational Brief #9, "Lawyers," or Brief #395, "Judges".

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402
BRE-69, "In Public Practice," 20¢ each.

Book
CAREERS IN THE LEGAL PROFESSION, by Paul Sarnoff
Julian Messner Division of Simon and Schuster
1 West 39th Street
New York, NY 10018
(1970; $5.29)

## CORRECTIONS

Check your school library or counselor's office for career information in the corrections field in SRA Occupational Briefs, and Vocational Biographies Briefs.

The American Correctional Association
4321 Hartwick Road, L-208
College Park, MD 20740
Pamphlets: "Careers in Corrections," and "Marshaling Citizen Power to Modernize Corrections," single copy of each free.

U. S. Civil Service Commission
1900 E Street, NW
Washington, DC 20415
Brochure: "Can You Change This Man?", describes the role of correctional officers in the Federal Bureau of Prisons; single copy free.[4]

## FOOTNOTES

[1] The World Book Encyclopedia, Field Enterprises Educational Corporation, F, Volume 7, 1973.

[2] Crime Lab, by David Loth, Julian Messner, Division of Pocket Books, Inc., New York, 1966.

[3] Criminal Investigation: The Police Lab at Work, by Richard Deming, The Bobbs Merill Company, Inc., New York, 1967.

[4] Career World, "The Criminal Justice System," Volume 5, Number 1, September 1976.

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Bonner, M. G., Crime and Criminals, Garden City: Garden City Books, 1957.

Benton, William, Encyclopedia Britannica, Volume 9, 1966.

Deming, Richard, Criminal Investigation: The Police Lab at Work, New York: The Bobbs Merrill Company, 1967.

Hynd, Alan, Criminal Investigation.

Loth, David and Messner, Julian, Crime Lab, New York: Division of Pocket Book, Inc., 1967.

"Criminal Justice System", Career World, Volume 5, Number 1, September, 1976.

The World Book Encyclopedia, Field Enterprises Educational Corporation, F, Volume 7, 1973.

IMPROVING ATTITUDES AND SKILLS IN HOME ECONOMICS

RELATED OCCUPATIONAL CLASSES

## MISSION STATEMENT

The 1972 session of the General Assembly of Virginia enacted the Standards of Quality for the public schools of the Commonwealth. The task of meeting these standards was delegated to the State Board of Education, which in turn gave a mandate to local school divisions for implementation of the objectives. In the 1976 revisions of the Standards of Quality, the statement is made "that a goal of public education must be to enable each student, upon leaving school, to continue successfully a program of advanced education or to enter the world of work."[1] Professional personnel at all levels are involved in devising ways of meeting these goals. The classroom teachers are held accountable for meeting objectives in grade or subject areas and providing evidence that students under their instruction are progressing toward the stated goals. A specific responsibility of the classroom teacher, as stated in the Standards of Quality, shall be to "organize learning activities to achieve specific objectives which should include:

1. the development of needed skills
2. the understanding of specific concepts
3. the solution of meaningful problems
4. the development of wholesome attitudes[2]

In view of the goals of public education in Virginia, the results of employer surveys and classroom observations, occupational home economics teachers in the Roanoke City Vocational Technical Center, are working cooperatively and individually to accomplish this overall objective:

> To aid the students presently enrolled in occupational home economics classes, in the development of skills and personal qualities which will assist them in becoming and remaining employable.

Our philosophy of education is reflected in a statement made by Grant

Venn: "If we want an educational system designed to serve each individual and to develop his creative potential in a selfdirecting way, we have work to do and attitudes to change."[3] Another statement which reflects our feeling was made by Sidney P. Marlan, Jr., former U. S. Commissioner of Education. He states, "Life and how to live it is the primary vocation of all of us. The ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their minds, and for many, their hands as well."[4]

COOPERATIVE PROJECT

The first step we took to implement a plan for improving our student's attitudes and skills was to prepare a questionnaire which would reflect each student's attitudes toward self, others, and the world of work. The results of this survey gave us some guidance in planning activities designed to bring about change or improvement in unfavorable attitudes. The survey indicates that as a group, our students have more positive attitudes than we had anticipated. For example, eighty-one percent of the students agreed with the statement, "Poor attitude is the main reason beginning workers lose their jobs." Six percent were undecided, and the remaining thirteen percent disagreed (see appendix 1, item 39). Another positive attitude is reflected in the response to the statement, "I think I have a lot to learn about living;" seventy-seven percent gave positive responses (appendix 1, item 4). Negative attitudes were most evident in statements regarding one's relationship toward others, and the satisfactions of work. Throughout the questionnaire there is enough discrepancy between desired responses and students' responses that we decided to cover in this project the three general areas of (1) attitudes toward self, (2) attitudes toward others, and (3) attitudes toward work, including skill development.

Since the greatest concern is the employability of students upon their completion fo the two-year occupational program, these consultants suggested that we bring in a panel of prospective employers early in the project and have them answer questions relating to personal qualities needed to find, get, and keep a job. This activity was already in our plans, so we contacted a number of businesses and industries in Roanoke and came up with a panel of six people for the discussion. We conferred with the other staff members at the vocational center and decided to present this program at an assembly for all students. The panel members represented businesses and industries employing persons in a number

of skill areas, a factor we considered important so that all students could relate to the discussion. Students were asked to submit questions for the panel, and these, along with other queries by teachers, were sent to the panel members a week before the assembly program. On the appointed day, HERO (Home Economics Related Occupations) Chapter of Future Homemakers of America members took the responsibilities of meeting panel members at the school entrance and accompanying them to the auditorium. HERO officers conducted the assembly and introduced panel members. The discussion was videotaped for use in afternoon vocational classes and for future use in any of our classes.

After the panel discussion, students returned to their classrooms to complete a checklist which they received before the assembly (appendix 3). Students discussed the program, and each class summarized the main points made by panelists who concluded that good attitude toward self, others, and one's work is the key to job success. The students outlined their conclusions under the heading, "What employers are looking for in employees." They also discussed one panelist's observation that good attitudes toward school can or may result in a student receiving a favorable recommendation from a teacher, should a prospective employer contact a teacher. For the duration of the student's occupational training the question was, "What personal qualities does your teacher consider important when recommending you for a job?" We are using the latter summary (which is almost identical to the panel summary) as a basis for student self-evaluation throughout the school year (appendix 4). This summary serves a useful purpose during periodic conferences with each student since it can be used effectively as a basis for earned praise and constructive criticism from the teacher.

In order to keep parents informed about the occupational programs through personal contact from time to time, the vocational staff planned an open house

for the day set aside in the Roanoke City Schools for parent-teacher conferences. We sent letters of invitation (many with personalized notes) to the parents or guardians of each student. We hoped that a large number of people would come out, but were not surprised by the small attendance. The people who did visit were given an overview of our programs. We have had contact by telephone with some parents, and letters regarding special events, such as field trips, are sent home by students. Students usually become more cooperative when parents have been involved in a project. Such an activity is planned for later in the project.

INSTRUCTIONAL OUTLINE

"IMPROVING ATTITUDES AND SKILLS IN HOME ECONOMICS RELATED OCCUPATIONAL CLASSES"

OVERALL OBJECTIVE: To aid the students presently enrolled in occupational home economics, in the development of skills and personal qualities which will assist them in becoming and remaining employable.

Objective 1: To examine attitudes toward self, others, and the world of work.

Activities:
A. Student questionnaire: attitudes toward self, others and the world of work.
B. Resource team for human relations: exercises in positive thinking about self and others.
C. Panel discussion of area personnel representatives: What are employers looking for in an employee?
D. Class disucssion of panelists conclusions.

Evaluation:
A. Checklist for use with panel discussion.
B. Student-teacher devised evaluation drawn from panel discussion summary; periodic use of evaluation by individual students (at least once each six weeks).
C. Individual conferences with each student using evaluation as basis for discussion.

Objective 2: To understand and practice techniques which will help me relate constructively to others.

Activities: A. Duadic interview to improve communication and listening skills.

B. Read and discuss six rules proposed by Dale Carneige, "How to Make People Like You." Practice these rules in small groups.

C. Human relations resource team: Coping with criticism, exercises to help individuals and groups cope with constructive and destructive criticism.

Evaluation: A. Student observed behaviors reflecting change.

B. Teacher-observed change in negative student behavior.

Objective 3: To understand the value of work to the individual

Activities: A. Each student ranks twelve work values to determine which are important to the individual and to the class.

B. Discuss how work values may change with age and experience: compare student values with teachers values to give evidence of changes.

C. Display posters quoting statements of famous people about work. Discuss and decide which best reflects our own feelings about work.

D. Sound filmstrip and discussion: Work Attitudes

E. Graffiti on philosophy of work.

F. Sound filmstrip and discussion: The Changing Work Ethic

Evaluation: Students complete employability rating chart; file for comparison

at end of the unit.

Objective 4: To equip students with job application and interview skills.

Activities: A. Pretests: abbreviations used on applications and fill out sample job application for a given position.

B. Crossword puzzle: employment terminology

C. Examine sample resume'. Discuss purpose of resume'.

D. Film: Applying for a Job

E. Film on job interview developed by drama students at Patrick Henry High School.

F. Practice interviewing for jobs in class.

Evaluation: A. Develop a criterion for job interview.

B. Prepare a resume' and use in filling out job applicaiton.

C. Evaluate student interviews using student prepared criteria.

Objective 5: To understand one's relationship to and attitude toward the employer and fellow workers.

Activities: A. Determine students current feeling regarding their anticipated or real relationship with supervision and fellow workers; use open ended sentences such as: I expect my boss to be _____, and I hope my fellow workers will _____.

B. Summarize student responses to get composite of employer and fellow workers.

C. See and discuss films: Your Job - Fitting In, and Your Job - Your Boss.

Evaluation: A. Evaluate films using summary of student responses as criterion. List any differences in expectations and realities of film.

B. Use Company Concept Game: divide group into two "companies" and solve personnel problems from the employer's viewpoint

Objective 6: To understand the importance of job satisfaction.

Activities: A. Survey parents, friends, and neighbors to find out what they like and dislike about their jobs. Compile findings and discuss in class.

B. Invite resource people in jobs using foods and clothing skills to share their likes and dislikes about their jobs.

Evaluation: A. Compare summary of likes and dislikes with jobs.

B. Case studies of workers on the job.

C. State personal goals for job satisfaction.

Objective 7: To discover job opportunities in home economics related occupations.

Activities: A. Develop career clusters and ladders for jobs using foods and clothing backgrounds.

B. Prepare a bulletin board in main hallway reflecting careers in foods and clothing.

Evaluation: A. Evaluate self for various occupations using skills, foods, and clothing: decide on several jobs you may wish to enter upon completion of training (this will be particularly helpful to first year students as it may serve as a basis for in-

depth training and co-op placement during second year of the program).

Final Evaluation: Re-administer questionnaire on attitudes and compare results with those given in first instrument. Evaluate entire project and have students suggest changes for future.

Additional On-going Activity: Develop a career file from newspaper, magazine, and other printed matter; place where accessable to students and encourage their participation in developing the file.

HOME ECONOMICS - OCCUPATIONAL FOOD SERVICES

The Home Economics Occupational Food Services class is offered at the Jefferson Vocational-Technical Center. The program is designed to make educational training relevant to the real life career needs of the students. They need more exposure to successful workers in the food service industry. This should help students become knowledgeable as to the desirable qualities necessary to enter food services employment and to progress to some satisfactory level of employment.

"As stated by Robert G. Haines, the following qualifications are necessary, however, if a person wished to advance to a position of authority:

| | | |
|---|---|---|
| 1. | Attitude: | Willing to take instructions and criticism. |
| 2. | Dependable: | On the job everyday, without fail. |
| 3. | Cooperation with others: | Working at close quarters, in most cases, it is essential that one get along with his fellow workers. |
| 4. | Willingness to work: | When directed to do a task, do it willingly without prodding. Work hard. |
| 5. | Initiative: | Doing a task without being told. |
| 6. | Cleanliness: | The key to good health. Germs spread quickly. |
| 7. | Interest: | One must have some interest in food production in order to be successful. |
| 8. | Artistic ability: | A very desirable trait, but not necessarily needed. |
| 9. | Health: | Good physical health is necessary because of the long hours on your feet, and in some cases, heavy lifting. |
| 10. | Stick-to-it-ism: | This word, brought forth in one of Mr. Walt Disney's cartoons, is a must. To accomplish any task requires this quality."10 |

The effectiveness of the student may depend upon the teacher's ability to communicate with administrators, parents, the community, prospective employers, and to the students.

The class is scheduled for two periods, one hundred and ten minutes each day. Students receive two units of credit within thirty-six weeks. There are sixteen boys and twenty girls enrolled in the class--eight sophmores, eighteen juniors, and ten seniors.

Thelma Daley summarizes our objective in her report, "Career Development: A Cooperative Thrust of the School and its Community:"

> "Career development embraces the total development of youth. It enhances academic preparation. True career development accentuates the development of attitudes, understanding, and self-awareness, as well as the development of job skills. Career development cannot be taught in isolation. It involves many disciplines and forces; it is a total school concept. Career development cannot be confined to mortar-sealed brick walls; its boundaries are limitless. For Career Education to become a true reality, the school and community must join hands and cooperatively push forward so that youth - all youth - may come to know and develop themselves."[11]

To further involve the community with education, other resource persons were invited to the food service classroom. They were contacted by telephone, followed by a letter.

Mrs. Karen Foster - Caterer

Mr. Willie Hurt - Assistant Manager, Hotel Roanoke

Mrs. Constance Bumbry - Professional Waitress, Regency Room, Hotel Roanoke

Mrs. Flowers - Instructor in Food Services, Virginia Western Community College

KAREN CAKES AND CATERING SERVICES -
WEDDINGS, ANNIVERSARY, RECEPTIONS

To handle all arrangements, Mrs. Foster, brought the cake and all equipment needed to decorate the cake. She helped the students practice various decorating designs.

She later decorated the cake as she talked about the catering business. There is money to be made. The capital investment can be minimal. If the caterer can sell his business before becoming too ambitious to expand, he can be quaranteed profit.

She emphasized the advantages of completing high school with a good background in English, basic foundation in mathematics and good understanding of people to enable one to get along well with others. One should be of even temperament and disposition, since catering can become a pressing business. However, one should have an objective, when working for others or for self. This increases the pleasure and enjoyment towards one's chosen career.

Her greatest problem has been bookkeeping--mathematics was not a favorite subject in high school. There has been added expense because she had to hire a bookkeeper.

Mrs. Foster will realize her objective next year. It has been her goal since childhood, to build a big, big house, she will also have a swimming pool.

She attended Wilson's Cake Decorating School in Chicago, Illinois, in the evenings, and worked during the day.

Mr. Willie Hurt, started working at Hotel Roanoke as an elevator operator at the age of thirteen. The labor laws were not strictly enforced. Yet, he was discovered working and dismissed. After three weeks, he returned to Hotel Roanoke as an employee. He worked there until he was inducted into the United States Army, World II. After the war, he was offered employment for the United States Government--

Veterans Administration Hospital, Salem, Virginia. Mr. Hurt preferred Hotel Roanoke because he enjoyed meeting people and working with varied performance skills.

He worked as elevator operator, bellman, bell captain, dishwasher, cooks-helper, cook, waiter, waiter-waitress trainer, Maitre d' Hotel, and now Assistant Manager of Hotel Roanoke.

The students were impressed with a comparatively young man with such pride and dignity in food service professions. He reiterated many opportunities in food services, pleasant experiences to be encountered, and satisfactory rewards financially, if one's attitude is positive and dedicated to work -- long hours and a love for people.

Mr. Hurt wants to help young people cultivate realistic attitudes toward work, and to teach job responsibility and appreciation for work. He asked to return and use his next day off to give a demonstration. He asked permission to bring a professional hostess-waitress to talk with the students, and to assist in the demonstration.

Mrs. Constance Bumbry - Hostess and Waitress, Regency Room, Hotel Roanoke. Mrs. Bumbry is considered a professional.

She worked as a waitress, and later received on-the-job training to become professional in French service. This requires professional waiters and waitresses to work as a team. They must become familiar with French terms on the menu and methods of cooking, using a guéridon (a rolling cart used to keep food warm and used to prepare special dishes at the table.) Mrs. Bumbry is proud of her service and states that it requires waitresses to be courteous, to smile if it hurts, and to be well groomed and friendly. "You will be surprised at the big dividends." She was asked the largest amount received as gratuity, this she quoted with hesitation. Students were amazed.

As a team, Mr. Hurt and Mrs. Bumbry prepared a complete meal, hors d' oeuvres,

entrée, salad and dessert - Imported Swiss Cheese, Steak Diane, Flambé, Spring Salad (tossed at the table), Crepes Susette Flambé.

The demonstration was enjoyed as well as the food served.

Mrs. Flowers, Instructor, Virginia Western Community College - Hotel, Restaurant and Institutional Management.

Mrs. Flowers stated the purpose of the college as being dedicated to the belief that each individual should be given a continuing opportunity for the development and extension of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibility in society. The programs encompass the common knowledge, skills, and attitudes needed by each individual to become effective as a person.

She encouraged the students to take advantage of the opportunity to become a more productive citizen; to provide a solid foundation for career planning, and to gain an understanding of the work related to his career objective.

Students enrolled in Occupational Food Service classes have become aware of the opportunities in the industry for employment after having been exposed to successful professional workers in the classroom. It has aided the students toward accepting food services as a worthwhile career rather than as a servant to others. They recognize that rewards in food services are not only monetary, but self satisfying when the clientele issues out compliments, when one has displayed his knowledge, showmanship, or creative ability.

Other results of this project have been observed, first, a more business-like atmosphere in our simulated on-the-job training in the classroom. Secondly, increased interest in preparing food for school activities and community organizations. Finally, the slides made of our resource speakers and other classroom activities were presented to the Career Education Class.

This project will be a continuing one, and slides will be made of outstanding activities to encourage prospective students who will enroll in class.

INDIVIDUAL PROJECT

Jean G. Lawhorn - Occupational Clothing

The occupational clothing program at the Vocational Center is comprised of two groups of students, one from Patrick Henry High School and one from William Fleming High School. Many of the students enrolled are taking the course in order to improve skills for their own personal use rather than as a career objective. This was true for former students, and is the stated intention of the majority of current students. This fact, along with the large percentage of students with backgrounds of economic and cultural deprivation, place a great responsibility on the school to motivate students' interest in skill and career development and to build their confidence in themselves. The diversity of previous sewing experience requires that students receive a great deal of individualized instruction in order for them to reach the course objectives and develop their maximum potential within the alloted time.

When school opens early in the fall, we begin sewing almost immediately. This makes it possible for complete misfits to select other courses more in line with their skills and interests prior to the dealine for class changes. This also gives me an opportunity to get to know each student slightly, particularly the student's sewing ability, and makes it possible for me to plan constructive projects suitable to the students. Once they are motivated, as sometimes they must be, I find that they are more receptive to lessons dealing with career development. For the first sewing project this year, materials were provided for students to make stuffed animals, bazaar items and purses. Some materials used were recycled (old nylon stockings for stuffing animals), others were scraps collected over the years, and many were donated to the clothing service program by local sewing factories and businesses. I have found that these groups are willing to help since they are aware of the purpose of the program (if they're not, I tell them

during a personal call or visit, preferably the latter), and are assured that materials will be used "constructively." I plan to visit some of these industries later in the year, and show them examples of items made from their donated materials. The students have sold most of the items they made, and this income is being placed in our HERO-FHA account for use in paying state and national dues, funding out-of-town field trips, and purchasing materials not donated to the classes.

A major class project is making patchwork quilts from the donated fabric and scraps. This project simulates factory sewing in organization, and is intended to instill pride in work correctly done and to provide opportunities for cooperation among students. Another benefit I have observed in this project is the ability of students to distinguish between well-done and poorly-done work. The problems encountered in constructing the first quilt have been reduced in succeeding quilts because students see the relationship between their work and a well made finished product. Students also receive a reward, in addition to their grades, for their labor contribution to the money-making projects. Once they have accumulated enough points which are based on the amount of time and energy exerted, they may select a piece of fabric from our "free" collection and use the fabric for a personal sewing project. Points are assigned by the teacher on the students' time sheets which they are required to fill out daily.

Former vocational students interviewed for an article in the American Vocational Journal, remarked on the lack of pride in work and the lack of communication in the working world.[12] I feel that the activities mentioned above are helping to improve on these problems and are helping students develop skills and positive attitudes. These activities, and those in our cooperative project, are also helping many students improve the basic skills of reading, writing, listening, and computing which Venn, along with other respected authorities and conscientious teachers in fields of career education consider paramount to success-

ful occupational education.[13]

The following is an outline of some activities related to the objectives of our cooperative project which I have planned or carried out for clothing service students.

INSTRUCTIONAL OUTLINE

CLOTHING SERVICES

Objective 1: To examine attitudes toward self, others, and the world of work.

Activities:

A. Checklist About Me: an in-depth look at self, by Ruth Harmes (Illinois Teacher, Nov.-Dec., 1973)

B. Filmstrip, record, worksheet, "Who's You?", from Career Decisions teaching kit, J. C. Penney Company; an inventory of physical, mental, and personality characteristics.

C. Write your personal goals: What I hope to be doing five years from now. File and compare with a similar exercise done at the end of the school year.

D. Filmstrip-record and class discussion following: Personality: What it is and how it affects others. (Guidance Associates)

Objective 2: To understand and practice techniques which will help me relate constructively to others.

Activities:

A. Activity D above contributes to meeting this objective also.

B. Film: "Good Looks Here and Now" (Armour-Dial Production distributed by Modern Talking Pictures: personal care and grooming, how it affects self confidence and ones relationship to others.

C. Resource Person: skin care and makeup followed by classroom display of products and opportunities to practice use of products.

D. Cosmetology class and instructor: hair care and styling

E. Student-teacher demonstration: nail care; classes practice nail care in class.

F. Resource Person (Nutrition expert from Dairy Council or Extension Service: diet and energy for health.

Objective 3: To understand the value of work to the individual.

Activities: A. Take SATBY test (sewing maching operator test battery from GATBY series): determine aptitude for production sewing; teacher and/or counselor from Virginia Employment Commission will interpret scores to individual students.

B. Point free material reward system for work on cooperative class projects.

Objective 4: To equip students with job application and interview skills.

Activities: A. Students select garments they have made which are appropriate for job interview, accessories and wear to school; critique in class, using checksheet made by students.

B. Tape each student's voice, answering several questions which may be asked during job interview; listen to tape and decide how each may improve voice and/or answers.

C. Classroom game: Job Readiness

Objective 5: To understand one's relationship to and attitude toward the employer and fellow workers.

Activities: A. Discuss transparencies depicting trouble at work. Decide on solution acceptable to the group.

B. Work cooperatively on class projects; evaluate workers (students) and supervisor (teacher) periodically to discover problems and find solutions.

Objective 6: To understand the importance of job satisfaction.

Activities: A. Game: Highway to Job Success

B. Filmstrip-record: Work, Worker, Working (Guidance Associates, 1976); discuss filmstrips and summarize.

C. Resource people and field trips; ask individuals about their job likes (see objective 7, activities 2-3).

Objective 7: To discover job opportunities using sewing knowledge and skills.

Activities: A. Film, "A Look at Our Industry": free loan Unior Special Corporation: shows many jobs using sewing skills.

B. Field Trips: Fabric manufacturer
Fabric store
Designer's studio
Garmet manufacturer
Laundry and dry cleaner
Drapery workroom

C. Keep a summary of field trips listing occupations, responsibilities, education needed, advantages, and disadvantages.

D. Resource person(s): former student(s) who are in jobs using sewing skills; relate on-the-job experiences.

E. Resource person from sewing industry (training director) to tell how piece work rates are determined, skills students should strive to master while in high school and opportunities

for advancement in garmet industry.

F. Prepare a careers file using brochures and clippings describing jobs related to clothing and textile industry.

## SUMMARY

The task of career education is just beginning for many teachers. For those of us in vocational education, it has always been an important phase of our programs. We welcome the expertise of other teachers in dealing with many phases of personal and skill development and cognitive theory so necessary to the success of individuals, regardless of their career choices. We feel that our contributions will become more meaningful in the total school program as all teachers in all disciplines work cooperatively to bring about total career education. We can then devote a greater share of our class time to helping individual students develop and master the skills which are necessary in order for them to gain personal satisfaction and monetary reward from work.

> Walt Whitman wrote: "Now understand me well. It is provided in the essence of things, that from any fruition of success, no matter what, shall come forth something to make a greater struggle necessary."[14]

Everyone expects more from education today - more than many are getting. We trust that what was once the struggle of vocational educators in preparing students for living happy, useful lives, will become a concerted effort of all educators.

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FOOTNOTES

[1] Standards of Quality and Objectives for Public Schools in Virginia, 1976-78, (Richmond, 1976) pages 2-3.

[2] Ibid, page 10.

[3] Grant Venn. Man, Education and Manpower, (Washington, D.C., 1970), page 21.

[4] Sidney P. Marlan, Jr., "Career Education Now," Contemporary Concepts in Vocational Education, page 45.

[5] Bruce E. Shertzer, Career Exploration and Planning, (Boston, 1973) page 146.

[6] Bruce W. Tuckman, "The Psychology of the Culturally Deprived," Contemporary Concepts in Vocational Education, (Washington, 1971), page 69.

[7] Ibid, page 68.

[8] Donald Elson and Patrick O'Reilly, Virginia Vocational Education Follow-Up of Former Students, 1974-75, (Blacksburg, 1976), page 10.

[9] Grady Kimbrell and Ben Vineyard, Succeeding in the World of Work, (Bloomington, Illinois, 1970).

[10] Robert G. Haines, Food Preparation for Hotels, Restaurants, and Cafeterias, page 4.

[11] Thelma T. Doley, et als, Essays on Career Education, page 92.

[12] "Vocational Youth in Contemporary Society," American Vocational Journal, Volume 49, Number 3, (March, 1974), pages 27 and 29.

[13] Grant Venn, Man, Education and Work, (Washington, D.C., 1964), page 169.

[14] Essays in Career Education, ed. Larry McClure and Carolyn Baun, (Portland, Oregon, 1973. From Forward by Sidney P. Marland, Jr., page viii.

WHAT'S YOUR OPINION?

READ EACH STATEMENT BELOW CAREFULLY. Then decide how you feel about the statement and circle your answer.

SA - if you strongly agree with the statement
A - if you agree with the statement
U - if you are undecided about how you feel
D - if you disagree with the statement
SD - if you strongly disagree with the statement

Please do not discuss any statements with those people sitting near you. This paper cannot be graded.

SA A U D SD 1. I report to school on time each day.

SA A U D SD 2. I get to my classes on time.

SA A U D SD 3. I often don't like myself or the way I act.

SA A U D SD 4. I think I have a lot to learn about living.

SA A U D SD 5. I have a hard time making decisions.

SA A U D SD 6. I feel that teachers are out to get me most of the time.

SA A U D SD 7. I enjoy helping other people.

SA A U D SD 8. I usually trust people.

SA A U D SD 9. I have a hard time making friends.

SA A U D SD 10. I think most people like me.

SA A U D SD 11. I don't really care what people think of me.

SA A U D SD 12. I put off doing things until the last minute.

SA A U D SD 13. I like to be in large groups of people.

SA A U D SD 14. I like being at home with my family.

SA A U D SD 15. I am proud of my father's occupation.

SA A U D SD 16. I am proud of my mother's occupation.

SA A U D SD 17. In life you can't get something for nothing.

SA A U D SD 18. I think it is ok to tell a lie to keep myself out of trouble.

SA A U D SD 19. I think it is ok to tell a lie to keep a friend out of trouble.

SA A U D SD 20. I think that people usually do not admit their mistakes.

SA A U D SD 21. I find it difficult to get along with someone who isn't my friend.

SA A U D SD 22. I do not enjoy being around people who have opinions very different from mine.

SA A U D SD 23. I resent being told when I make a mistake or do something poorly.

SA A U D SD 24. I like to be told when I am doing a good job.

SA A U D SD 25. I resent people who are very friendly toward the teacher or boss.

SA A U D SD 26. I work well when I an under pressure.

SA A U D SD 27. In class or on a job, I can work well with people of a different ethnic background from my own.

SA A U D SD 28. Adults are identified by the work they do.

SA A U D SD 29. A person's way of life is largely determined by the work that person does to earn a living.

SA A U D SD 30. Most people work mainly to earn money.

SA A U D SD 31. The way one feels about his work has little influence on his overall satisfaction with life.

SA A U D SD 32. A part-time job is valuable only for the money you earn.

SA A U D SD 33. I would enjoy working at a job where there is little work to do.

SA A U D SD 34. Skill in applying for a job is less important than the training and/or experience you have in the work.

SA A U D SD 35. An employer forms a lasting opinion of you during the interview.

SA A U D SD 36. Employee shoplifing of small items is really harmless and should be looked on by the employer as a "fringe benefit."

SA A U D SD 37. It is allright to walk off a job if one has a good reason.

SA A U D SD 38. Poor attitude is the main reason beginning workers lose their jobs.

SA A U D SD 39. When an employee does a good job and works faster than, others, he should be allowed to loaf for a while.

SA A U D SD 40. You must produce well enough on your job to help your employer earn a profit after he pays you.

SA A U D SD 41. Employees should be paid at regular times.

SA A U D SD 42. The employee should have the right to discuss his gripes with the boss.

SA A U D SD 43. An employer expects a full day's work for a full day's pay.

SA A U D SD 44. An employee should be told what his job is each day.

SA A U D SD 45. If you have a boss who is pushy, you should try to outsmart him.

SA A U D SD 46. You should be willing to accept additional work responsibility even though it may not be a part of your usual job.

SA A U D SD 47. If you are asked to do a job which you don't like, the best thing to do is to look for another job immediately.

SA A U D SD 48. Your boss should have freedom to ask you questions about your job and how you do it.

SA A U D SD 49. If you feel that a fellow employee is not doing his share of the work, you should complain about it to other employees.

SA A U D SD 50. Your boss is human and is subject to the same moods and emotions as his employees.

Roanoke City Public Schools
Division for Educational Programs
Department of Vocational and Adult Education
P. O. Box 13145, Roanoke, Virginia 24031

40 Douglas Avenue, N.W.
(703)981-2661

October 27, 1976

Miss Ruby Wilkins, Personnel Representative
Roanoke Fashions
P. O. Box 13567
Roanoke, Virginia 24035

Dear Miss Wilkins:

We are pleased that you will appear at our school on November 3, 1976, at 9:00 A.M. for the panel discussion on finding and keeping a job. We have enclosed a list of questions which we hope the panelists will answer. Mr. Chauncey Logan, the moderator, will direct the questioning. More than one panelist may respond to a question, but please do not feel that is is necessary to prepare a lengthy answer to every question.

The panel discussion is designed mainly to emphasize to students the necessity for developing good attitudes toward work and employers. We trust that this will build good relationships between the school and the business-labor community, and that students will be better prepared to enter the labor market.

Parking will be available at the Luck Avenue entrance to the school, spaces 1-4. A student will meet you and accompany you to the meeting room. Please call us if you have any questions.

We look forward to seeing you on Wednesday.

Sincerely,

Jean G. Lawhorn

(Mrs.) Jean G. Lawhorn

Mary C. Steptoe

(Mrs.) Mary C. Steptoe

Panelists for "Getting and Keeping a Job"
Jefferson Hall Vocational-Technical Center
November 3, 1976 - 9:00 A.M.

Mr. Chauncey Logan
Assistant Director of Personnel
Roanoke City Schools

Mr. Thomas Tenhula
Manager of Quality Control
Eaton Corporation
Salem, Virginia

Mrs. Faye Buchanan, Interviewer
Virginia Employment Commission
Roanoke, Virginia

Miss Ruby Wilkins, Personnel Representative
Roanoke Fashions

Mrs. Lynne Ripley
Personnel Director
Leggett's of Tanglewood

Mr. James Harmon
General Manager
Kenney's Corporation

What is the role of the Virginia Employment Commission in helping a person find a job?

Why is the job application important to the employer? to one looking for work?

How should a person looking for work prepare for the job interviewer?

In what ways may a person's appearance affect his chances of being hired?

When applying for a job who would be good people to list as personal references?

Does participation in school or community activities help one's chances of getting a job?

During the interview, what may impress you about an applicant?

Is previous work experience important if it does not relate to the job one is seeking?

What do you expect of a person once he is hired?

What should an employee do if he does not like his job?

What should an employee do if he has a problem with his immediate boss or a fellow employee?

What qualities does one need in order to earn a raise or get a promotion?

What would you consider the most important quality in a good employee or prospective employee?

Name _____

Class _____

Circle Yes or No
Did the panel members mention the folowing as they relate to job success?

Yes No 1. Where to get help when looking for a job

Yes No 2. The importance of the application form

Yes No 3. Preparing for the interview

Yes No 4. Appearance

Yes No 5. Personal references

Yes No 6. Participation in school or community activities

Yes No 7. Importance of work experience

Yes No 8. Job performance

Yes No 9. Attendance

Yes No 10. Job satisfaction

Yes No 11. Your attitude toward the boss and other employees

List at least 5 things the panel members mentioned which can help you find, keep and advance on a job.

Was the discussion helpful? How could it be improved?

Please list question(s) which may be answered in a future program.

Name _____

Date _____

The following rating sheet was taken from your summary of the panel discussion on finding, getting, and keeping a job.

HOW DID I RATE FOR THIS SIX WEEKS?

| | EXCELLENT | GOOD | FAIR | POOR |
|---|---|---|---|---|
| 1. Way I talk to others | | | | |
| 2. My appearance - clothes | | | | |
| - hair | | | | |
| - personal cleanliness | | | | |
| 3. Attendance | | | | |
| 4. Use of class time | | | | |
| 5. Following instructions | | | | |
| 6. Accepting responsibility | | | | |
| 7. Cooperation with teacher | | | | |
| 8. Cooperation with fellow students | | | | |
| 9. Initiative (finding work to do) | | | | |
| 10. Care of supplies and equipment | | | | |

What suggestions do you have for improving class the next 6 weeks?

How can the teacher be of more help to you?

How do you most need to improve? Write one or more personal goals you wish to set for yourself during the next 6 weeks?

October 28, 1976

Mrs. Karen Foster
Karen Cakes and Catering
316 East Main Street
Salem, Virginia 24153

Dear Mrs. Foster:

We are pleased that you will be able to come to the Home Economics Occupation Food Services Class on November 10, 1976, at 9:00 A.M.

We are located in the original Jefferson High School on the street level floor. You may park at the rear of the building on Luck Avenue. Someone will meet you at the door.

We would like for you to talk as you give your demonstration. The students would like to know about catering as a career - how you became interested, the advantages and disadvantages and educational requirements.

We are looking forward to your visit with excitement.

Sincerely,

Howard L. Sumpter,
Principal

Mary C. Steptoe,
Teacher-Coordinator

The Hotel Roanoke
ROANOKE, VIRGINIA 24026
EXECUTIVE OFFICES
703-343-6992

November 5, 1976

Mr. Howard L. Sumpter, Principal
and
Ms. Mary C. Steptoe, Teacher-Coordinator
Roanoke City Public Schools
Vocational-Technical Center Program
550 W. Campbell Avenue
Roanoke, Virginia 24016

Dear Mr. Sumpter and Ms. Steptoe:

How thoughtful and gracious of you to write us as you did regarding Mr. Hurt's and Mrs. Brumbry's demonstration and discussion to your Food Service students on Monday, October 26.

We are most delighted to have our personnel who are truly quite proficient in food service to share their knowledge with your students.

Please feel free to call upon us whenever we can be of any possible service to you.

Sincerely,

Janet Jenkins
General Manager

JJ:vs

SURVEY OF CLERICAL WORKERS IN THE ROANOKE VALLEY INDUSTRIES

## PROLOGUE

### ". . . A Gift to God"

However humble or great, everyone has some talent. Some of us are endowed with numerous and overwhelming talents--affecting many people as we pursue our endeavors. Others of us have talents which are less obvious, more limited in scope, and touch the lives of fewer prople in our daily pursuits. Some of us are endowed with talents to which we rarely avail anyone. Whatever the talent endowment, we believe "Your talent is God's gift to you; your use of your talent is your gift to God."

Teachers have unlimited opportunities to use their talents; they can render a most rewarding gift by "going the extra mile" in helping their students.

All students have <u>some</u> talent. Teachers can go a few steps on the extra mile by providing experiences which will help and encourage their students to direct their talents into career channels where they can render their most productive gift.

## PHILOSOPHY

Inherently, business education classes (as are all vocational education classes) are career-oriented. Ideally, however, business and other vocational education classes should do more than equip students with the performance skills required for a particular job.

Business education classes should expose the student to as much information and as many experiences as possible in helping him to add direction and clarity to his career choice.

Business education classes should help develop all facets of the student's personality in order to assist him to satisfactorily "bridge the gap to the world of work," as Lois Bailey challenges.

We feel that business education should help "eliminate the negative connotation attached to the pursuit of careers that do not require a college education," as expressed by Nelson and Clow.

We agree with Dr. Lee Bowen that career education should involve the co-ordinated efforts of the classroom teacher, the school guidance staff, the community, as well as the home and family. We like Masterson's suggestion that we should "enlist the support of the economic or business community to 'get things to happen' and to expose students to the realities of the working world."

Business educators, as well as all school personnel, must become increasingly concerned about the large numbers of people who are out of work. Referring to our 7.9% unemployment rate, George Kegley notes, "There are lots of jobs available and lines of people looking, but there has been no match-up and this has become a problem for individuals." Although this newspaper article is referring to colleges when it cites, "We ought to be career oriented from the beginning," it expresses our

philosophy succinctly.

We do not unanimously or wholeheartedly agree with Sterling M. McMurrin when he says "Life is basically an economic venture," although he qualifies the statement by interjecting, "but not solely." But, without reservation, we do concur with (and incorporate into our philosophy) Dr. McMurrin's "argument" that

a. the meaning of education, which resides primarily in the purposes of education, must be determined by reference to the total culture because education is a function of the culture

b. in its value structure American culture is importantly determined by the fact of creative and productive work

c. the work ethic is now, and for any foreseeable future will remain, a primary foundation of our values

d. the primary definition of Career Education, therefore, must refer to creative and productive work and what they imply for society and the individual in terms of vocation or career in the fullest meaning of those terms.

## OBJECTIVES

"To enable every person to make informed choices as he develops his own career" is suggested by James P. Spradley as the primary goal of Career Education. Within this broad and general context, we are addressing ourselves to more specific objectives for our junior and senior high school business students who have, to some degree, already begun to commit themselves to a tentative career choice.

It is our expectation that, as a result of some of the experiences and opportunities to which we expose the student, he will

1. Be aware of the various office jobs in the Metropolitan Roanoke area and of the skills required for these jobs.
2. Survey his capabilities, personality, goals, and values as they relate to various office jobs.
3. Accept himself, and potentially assume his rightful role in our work-oriented society; accept others in their relative roles in society and the economy.
4. Interpret his career considerations in relation to (and as an integral part of) a total effort.
5. Appreciate the significance and the dignity of work and its relation to "life, liberty, and the pursuit of happiness."
6. Know the importance of punctuality and dependability.
7. Understand the importance of co-operative efforts and of getting along with others.
8. Develop a sense of personal responsibility and understand the relation of effort to success.
9. Participate in teacher-directed and in other relevant "work experiences."

10. Be encouraged to take pride in a "job well done."

11. Become prepared psychologically for the transition from formal classroom instruction to our work-oriented society.

Not only do we agree with Leston that "Career Education should accomplish the important purpose of helping students understand the opportunities that exist in the world of work"; we would add that it should also help them to understand the responsibilities that exist in our work-oriented society, and to be prepared to accept these opportunities as well as the responsibilities.

## INTRODUCTION TO THE PROJECT

The major focus of this project relates to Paragraphs Nos. 2 and 5 of our Philosophy and to our Objectives No. 1. We feel that it is vitally important to be knowledgeable concerning the "characteristics of the job market and the types of entry-level job groups," as suggested by Hammer and Seabrook. We feel also that it is equally important to be aware of the skills required for successful performance on these jobs.

As teachers, we need this information for direction in our curriculum planning and in our teaching. We expect our students to use this information to add direction to their business career choices. We agree with Lois Bailey who says the schools should familarize the student with the world of work and constantly establish new liasons between the high school and the working community. To this end, we have visited thirteen firms in the Metropolitan Roanoke area to ascertain present and projected employment information. These firms represent a cross-section of Roanoke Valley businesses: transportation, health service, manufacturing, utilities, financial institution and local government. Further, these firms span the spectrum of business ownership: sole proprietorship, partnership, and corporation.

Also, as reflected in our philosophy, we feel that our students should benefit from our community resources. We have, therefore, solicited information from these firms as to the availability of resource persons to visit our schools.

As a follow-up to these initial contacts, we plan to make further and optimum use of this ever-available dimension--our community. We heartily endorse Thomas F. Koerner's allegation: Community resources

must be used much more extensively by the nation's secondary schools if youngsters are to be educated realistically for today's complex world."

We have correlated the results of the survey and the tabulation (which will be made available to our students) is shown on the following pages.

The forms used in this project are:

1. Interview/Survey Sheet
2. Results of Survey
   - A. Current Number of Employees
   - B. Employment Projection
   - C. Skills Necessary for Each Job Title

I. Current Number of Employees According to Job Titles from 11 Local Businesses:

| | | |
|---|---|---|
| **A. TYPING & RELATED** | | |
| Clerk-Typist | 206 | |
| Data Typist | 17 | |
| *Engineering Clerk | 94 | |
| *Clerk/Typing | 23 | |
| *Clerk | 5 | |
| | | 345 |
| **B. SECRETARIAL & STENOGRAPHIC** | | |
| Secretarial | 170 | |
| Stenographer | 134 | |
| *Deputy Clerk | 18 | |
| *Staff Clerk | 13 | |
| *Clerk Stenographer | 44 | |
| *Private Secretary | 6 | |
| | | 385 |
| **C. CLERICAL ACCOUNTING** | | |
| Accounting Clerk | 205 | |
| Teller/Cashier | 125 | |
| *Headbox Office Cashier | 1 | |
| | | 331 |
| **D. FILING & RELATED** | | |
| File/Mail Clerk | 97 | |
| *Texograph Operator | 2 | |
| | | 99 |
| **E. DATA PROCESSING** | | |
| Key Punch Operator | 61 | |
| Programmer | 42 | |
| Computer Operator | 45½ | |
| *EDP Operator | 1 | |
| *Payroll Clerk | 4 | |
| | | 153½ |
| **F. CLERICAL SHIPPING & RECEIVING** | | |
| Supply/Stock Clerk | 24 | |
| *Storekeeper | 9 | |
| *Procurement Clerk | 2 | |
| | | 35 |
| **G. DUPLICATING & REPRODUCING** | | |
| Duplicating Machines Operator | 20 | |
| *White Print Operator | 5 | |
| | | 25 |
| **H. GENERAL CLERICAL** | | |
| General Clerical | 455 | |
| *Special Clerks & Customers Service Representatives | 293 | |
| *Clerk | 4 | |
| | | 752 |

| | | |
|---|---|---|
| I. INFORMATION & MESSAGE DISTRIBUTION | | |
| Receptionist | 6 | |
| Switchboard/PBX | 552½ | |
| Messenger | 9 | |
| *Communication Dispatcher | 27 | |
| *Teletypist | 3 | |
| | | 597½ |
| J. MISCELLANEOUS | | |
| *Sales Audit | 2 | |
| *Claims Clerk | 4 | |
| *Clerk DMT | 7 | |
| *Personnel Clerk | 5 | |
| *Cost Clerk | 3 | |
| *Supervisors & Foreladies | 48 | |
| *Time Study Engineer | 4 | |
| | | 73 |
| GRAND TOTAL | | 2,796 |

*Positions businesses wrote-in under each Job Title.

II. Employment projections for the next 3 years.

| Job Title | Decline | Stay the Same | Slight Increase | Moderate Increase | Significant Increase |
|---|---|---|---|---|---|
| A. Typing & Related | 0 | 4 | 6 | 2 | 0 |
| B. Secretarial & Stenographic | 0 | 6 | 4 | 2 | 0 |
| C. Clerical Accounting | 0 | 9 | 1 | 0 | 2 |
| D. Filing & Related | 0 | 5 | 2 | 0 | 0 |
| E. Data Processing | 2 | 3 | 3 | 4 | 0 |
| F. Clerical Shipping & Receiving | 0 | 3 | 0 | 0 | 0 |
| G. Duplicating & Reproducing | 0 | 5 | 5 | 0 | 0 |
| H. General Clerical | 2 | 2 | 1 | 2 | 0 |
| I. Information & Message Distribution | 1 | 8 | 2 | 1 | 0 |
| J. Miscellaneous | 0 | 1 | 1 | 0 | 0 |

168

III. Skills necessary for each job title on entry-level positions.

A. Typing & Related
   1. Reading, Writing and Arithmetic
   2. Communicating with Others
      Typewriting
      Operating Business Machines
   3. Sorting, Filing, and Retrieving
   4. Collecting and Distributing Materials
   5. Checking, Computing, and Verifying
   6. Operating Automatic Data Processing Equipment
   7. Supervising, Planning, and Training

B. Secretarial & Stenographic
   1. Reading, Writing, and Arithmetic
      Taking Dictation
   2. Sorting, Filing, and Retrieving
      Typewriting
   3. Operating Business Machines
   4. Communicating with Others
   5. Checking, Computing, and Verifying
   6. Supervising, Planning, and Training
   7. Operating Automatic Data Processing Equipment
   8. Other - Bookkeeping

C. Clerical Accounting
   1. Reading, Writing, and Arithmetic
      Communicating with Others
      Checking, Computing, and Verifying
      Operating Business Machines
   2. Sorting, Filing, and Retrieving
   3. Collecting and Distributing Materials
   4. Typewriting
   5. Supervising, Planning, and Training
   6. Operating Automatic Processing Equipment

D. Filing & Related
   1. Reading, Writing, and Arithmetic
   2. Communicating with Others
      Sorting, Filing, and Retrieving
   3. Collecting and Distributing Materials
      Operating Business Machines
   4. Typewriting
      Checking, Computing, and Verifying

E. Data Processing
1. Reading, Writing, and Arithmetic
2. Operating Automatic Data Processing Equipment
3. Communicating with Others
Sorting, Filing, and Retrieving
Checking, Computing, and Verifying
4. Operating Business Machines
Supervising, Planning, and Training
5. Collecting and Distributing Materials
6. Typewriting

F. Clerical Shipping & Receiving
1. Reading, Writing, and Arithmetic
2. Communicating with Others
Sorting, Filing, and Retrieving
3. Checking, Computing, and Verifying
Collecting and Distributing Materials
4. Operating Business Machines

G. Duplicating & Reproducing
1. Reading, Writing, and Arithmetic
2. Communicating with Others
Collecting and Distributing Materials
3. Sorting, Filing, and Retrieving
Operating Business Machines
4. Checking, Computing, and Verifying
5. Typewriting
Supervising, Planning, and Training

H. General Clerical
1. Reading, Writing, and Arithmetic
Sorting, Filing, and Retrieving
2. Communicating with Others
Checking, Computing, and Verifying
3. Operating Business Machines
4. Collecting and Distributing Materials
5. Typewriting

I. Information & Message Distribution
1. Reading, Writing, and Arithmetic
2. Communicating with Others
3. Sorting, Filing, and Retrieving
4. Checking, Computing, and Verifying
5. Typewriting
Collecting and Distributing Materials
Operating Business Machines
6. Supervising, Planning, and Training

J. Miscellaneous
   1. Reading, Writing, and Arithmetic
   2. Communicating with Others
   3. Sorting, Filing, and Retrieving
   4. Checking, Computing, and Verifying
   5. Collecting and Distributing Materials
   6. Typewriting
   7. Operating Business Machines

## IMPLEMENTATION OF OBJECTIVES

Junior High School Typewriting -- Ann S. Graybill

To get eighth and ninth grade typewriting students interested in careers is a challenge to any teacher. During the past years, educators in general have become intensely aware of career education. Career education has been around since business education, and they are so closely allied in meaning that business education teachers would have difficulty determining where one stops and the other begins.

Career education is not a single unit in my typewriting classes. Thus, in my typewriting classes a conscientious effort will be made during the entire school year to integrate career education into various units through such avenues as films, field trips, newspapers, guest speakers, games, informal class discussion and charts.

The job market is more competitive than it has been for decades. A group of Patrick Henry High School business teachers and I surveyed thirteen of the larger businesses in the Roanoke Valley in order to determine the employment projection for the next three to five years, the skills needed for clerical positions, and the availability of guest speakers for career education. This information will be compiled and displayed on large charts. Hopefully, these charts will create an awareness and enthusiastic discussion and exploration of the many clerical careers in the larger businesses of the Roanoke Valley.

The charts will fulfill the following goals:

1. To make students consciously aware of some clerical, stenographic, and accounting-data processing career opportunities in the larger industries of Roanoke Valley
2. To enable students to identify goals and business career possibilities and opportunities

3. To enable students to identify the skills needed for a particular career

4. To enable students to develop an awareness and a desire to explore the business field of careers.

Senior High School Typewriting - Marguerite D. Grimes

My beginning typewriting classes are composed of 80% academic students and 20% vocational students. The vocational students will be determining which clerical field they wish to pursue--clerk typist block, steno block, data processing block, office services. I plan to discuss with the classes all the information compiled concerning job opportunities in the next few years which was obtained by our survey of the major Roanoke industries. The large charts with the compiled data will be displayed on the bulletin board. Hopefully, this information will help undecided students make their decision as to which field to enter.

The academic students will also be exposed to this data and to the Business Education courses that are available at Patrick Henry High School. Some of them are at a crossroads as to what they want to do. Some may decide to enroll in additional business courses. Lamb says, "The student who enrolls in the typing class in order to achieve typing skill for 'personal use' may be the first . . . seeking employment as a typist."

General Business -- Marguerite D. Grimes and B. Frances Hale

The fifth sixth weeks of each school year is "Career Study" time for our general business students. We have a unit in our general business book which pertains to careers, and each student is required to prepare a booklet on his or her chosen career. In the past, we have tried to guide each student into a clerical occupation in which he or she could achieve in the business world. (For example, the better students are

encouraged to take shorthand, the average student either shorthand or our clerk-typist program, and the slow student is made aware of our office services courses.) Now, after having interviewed thirteen of the largest industries in the Roanoke Valley, we can relay to the students that there will be a need for stenographers, secretaries, clerk-typist, etc. as evidenced by the large chart prepared by our committee. We plan to go over each occupation with the students and explain the job opportunities in each category. In addition, we plan to have several of the business people interviewed speak to our classes.

Steno I, Steno II, and Clerk-Typist II -- Wanda W. Hancock

The introduction of various stenographic careers can readily be accomplished in both the shorthand and clerk-typist programs. I plan to use the following activities in my shorthand classes relevant to career planning:

1. Dictate letters concerning career opportunities in the following areas for stenographic positions:

   a. Manufacturing
   b. Mining
   c. Construction
   d. Transportation and Public Utilities
   e. Trade
   f. Finance, Insurance, and Real Estate
   g. Health Services
   h. Community Agencies
   i. Religious
   j. Communications
   k. Government
   l. Education
   m. Professional (law, counseling, consultant, architect)

2. The students will transcribe each of the letters dictated in mailable copy form.

3. The students will then pick any two career areas of interest and prepare the following report with the information being

obtained by actually visiting the office chosen:

a. Job title
b. Job opportunities
c. Specific job requirements for application
d. Duties performed on the job
e. Advantages of the job
f. Disadvantages of the job
g. Analysis of student interest in this job

4. The students will prepare an oral report to be given to the class concerning the results of their individual project.

The clerk-typing students will be involved in a very similar report. As these students do not have any knowledge of shorthand, their project will be limited to clerical careers other than stenographic. Their project will follow these steps:

1. Transcribe from rough-draft copy, letters concerning career opportunities in the same areas given above but involving clerical jobs.

2. The students will choose any two clerical career areas of interest and prepare a report containing the same information given above, with the information being obtained through actual visits to the offices.

3. The students will also prepare an oral report to be given to the class concerning the results of their individual projects.

Within all my classes, discussion will be held concerning the survey taken by the business teachers at Patrick Henry. This information should serve as a guide for the students in choosing their career within the Roanoke Valley area. This discussion may also help the students in selecting companies to interview for their personal project.

Office Services -- Estelle Woodliff

In keeping with its philosophy of meeting the needs of all of the students, Patrick Henry High School has classes designated as "Office Services" for students who are disadvantaged and/or handicapped and who evidence an inclination and an interest in office and clerical careers.

As all business courses are inherently career-oriented, Office Services is no less. Over and above the skill-building phase of instruction and the usual career orientation, however, these students require special experiences to which they can relate and in which they can find self-enhancement and success as they prepare to enter our work-oriented society.

Naturally, much time and effort must be spent on building the basic skills required for office and clerical jobs which are indicated in our project on the foregoing pages. But this skill-building instruction must be incorporated with attitude-building experiences and must include an on-going thrust toward career orientation. In addition, special weeks or days of the week are set aside for special career emphasis. Activities and experiences include:

1. Prepare a career notebook including:

   a. List of kinds of office careers
   b. List of personal qualifications needed for office careers
   c. Kinds of jobs done in offices
   d. Pictures of people working in offices
   e. Pictures of various office machines and equipment
   f. List of "Do's" for the office
   g. List of "Don'ts" for the office

2. Compile vocabulary lists (spelling and definitions of words) relating to careers

3. Engage in "work experiences" (do assigned and volunteer "jobs" in the classroom and in the department)
   Ex: Duplicating materials for teachers, checking roll, collating and stapling papers, errands

4. Engage in role-playing, e.g., interview for employment

5. Complete application for employment forms (on the typewriter)

6. Type letters of application for employment

7. Cut from newspaper and bring to class "help-wanted" ads

8. Participate in "Games" (some constructed by students) such as:
   Scrambled word games (words relating to careers)
   A B C's of Careers
   Type words from CAREER; EMPLOYMENT; BUSINESS; VOCATION, etc.

9. Help other students; work in groups

10. Prepare and duplicate an "Office Career Booklet" (from collective notebook materials

11. Participate in discussions ("What would you do?") relating to the handling of situations that might develop on jobs

12. Invite parents, other relatives and/or friends who work in offices to visit the class

13. Look at results of our survey and discuss in class.

FOOTNOTES

Lois Bailey, "Career Education: Bridging the Gap to the World of Work," The 12th Grade: A Critical Year (Reston, Virginia: National Association of Secondary School Principals, 1975), p. 27.

Robert E. Nelson and John E. Clow, "Career Education: Focus for Change," The Balance Sheet, LV, 1 (September, 1973), pp. 4-6

Lee Bowen, Lectures and Presentations to Class: Career Education EVGC 517, University of Virginia Extension, Roanoke, Virginia, October, 1976.

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Sterling M. McMurrin, "Toward a Philosophy for Career Education," Essays on Career Education (Portland, Oregon: Northwest Regional Educational Laboratory, 1973), pp. 22-23.

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George Hammer and Patricia Seabrook, "A Business Education Career Model," The Balance Sheet, LVIII, 1 (September 1976), pp. 8-9.

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Nelson, Robert E. and John E. Clow. "Career Education: Focus for Change," The Balance Sheet, LV, 1, (September, 1973), pp. 4-6.

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THE DEVELOPMENT OF A CAREER RESOURCE

EMPLOYMENT COUNSELING AND PLACEMENT CENTER

THE DEVELOPMENT OF A CAREER RESOURCE,
EMPLOYMENT COUNSELING AND PLACEMENT CENTER

Patrick Henry High School is unique in its architectural structure. It opened in the fall of 1961, a school-within-a-school complex labeled a "campus-type" school which consisted of three academic halls, an administrative building with a mall-type structure that joined with the library, and a gym nasium. An assistant principal and a counselor, whose offices were located within a general office, were responsible to the students in grades 10-12 who were assigned to that hall. The counselors time was spent primarily with educational counseling and scheduling. Curriculum offerings were basically academic.

The fall of 1970, and the fall of 1974 brought about radical changes in the composition of the student body. In 1970, 75% of the all-black high school was dispersed to the three white secondary schools. In 1974, the downtown secondary school which drew its students from the SE section of the city, was phased out and the bulk of the students then came to Patrick Henry where a fourth academic hall had been constructed.

With the student body now coming from all types of socio-economic backgrounds, the curriculum at Patrick Henry not only had to be expanded to meet the needs of the students' diverse abilities, but also with this change, the counselors were forcibly made aware of their responsibility to many kinds of students, many of whom were not college bound and desperately needed in-depth career and employment counseling. Each counselor had set up a limited file of career materials to distribute to students during individual counseling sessions, but the guidance staff realized only too well that this service was far from adequate, and they were disturbed about it. They knew they should pool their materials in a central place for maximum use, but space for a center, and adequate funding for the development of a career information center

seemed to be out-of-reach

The big opportunity that would give us the start we needed presented itself in the fall of 1976 when our school system was chosen one of fifteen in the nation to develop a Career Education Program in eight pilot schools in the city. This support - financial and administrative - was instrumental in giving birth, at last, to a Career Resource, Employment Counseling and Placement Center at Patrick Henry. The project is currently in its infancy, but it is already experiencing a leap forward in its first stages of growth.

The first major impetus in the development of the center was the space made available for such a project. The rear of the library annex in Parsons Hall was allocated for this purpose. Only a make-shift partition has been set up. Bookshelves - half facing the library area, and others facing the Career Resource Center - are to be temporarily closed with insulation board on which posters and other printed material may be displayed. A permanent partition and considerable additional floor space will become a reality by the spring of 1978 when the current library annex will be located in another area.

The plan of organization for a Career Resource Center was studied by the Guidance Coordinator and the secretary assigned for the school year. They visited and observed the organization of the center and the materials available to students in the Career Resource Center at Fleming High School, and at the Career Life Development Center at Virginia Western Community College. Also the slide presentation of a center developed by Mrs. Carol Day from Prince George's County, Maryland, gave us ideas we needed to plunge ahead with the development of our own Career Resource Center. As coordinator for the new center, I laid out a plan that was submitted to our Guidance Staff on which to organize our center in the area made available to us. (See Appendix A.)

The second major impetus to the growth of the center has been the participation in the University of Virginia Extension graduate course in Career Education by a sizeable cross-section of our faculty - business, science, language, art, English, drama, social studies, math teachers, counselors, a librarian, and various administrators. Because of their exposure to this class, this group will be supportive in the use of the Career Resource Center by the students. To date, several of these teachers have already brought their classes to the center for career information and to learn what other information is available at the seven learning stations.

As part of his/her project for the career education class, each member of the guidance staff chose the learning station(s) he wanted to develop for this center:

| | |
|---|---|
| Occupational Information | Miss Brown, Counselor |
| Employment Counseling and Placement Service | Miss Hicks, V.E.C. Counselor |
| The New Role of Women in the World of Work | Elizabeth Ward, Coordinator |
| The Health Career Field | Margaret Martin, Counselor |
| Opportunities in All Branches of the Service | Richard Kepley, Counselor |
| Financial Aid | Susan Miller, Counselor |
| Two-Year, Four-Year Colleges, Technical, Vocational, Business and Nursing Schools | Elizabeth Ward |
| Resource Material Available | Colette Pitzer, Librarian |

A tremendous asset to the center has been the implementation of a pilot program sponsored by the Virginia Employment Commission for the Employment Counseling and Job Placement learning station. Miss Donna Hicks, a Virginia

Employment Counselor, spends an entire school day at Patrick Henry once a week. Appointments (half-hour) are set up a week or more in advance by the Career Center secretary, Mrs. Pratt. Students have readily availed themselves of this service and, to date, approximately twenty-four students have been placed in part-time jobs. Miss Hicks has access, during her day at Patrick Henry, to the complete microfiche printout in order that she may make direct contact from the school with a prospective employer if a student qualifies for the job listed.

In the spring, this counselor will concentrate her efforts on helping to place those seniors who will be graduating in June, and wish permanent employment - in entry-level jobs, to apprenticeship programs, or in on-the-job training programs.

After consultation with the Guidance Staff, the coordinator also accepted the responsibility for ordering furniture, audio-visual equipment, and printed resource materials to be used in the center by students and faculty. Materials and equipment that can also be placed on the bookcart and rolled to a classroom will be used by the teacher and students, or by a counselor in a class group situation. (See Appendix B)

English teachers, the reading teacher, a math, and a science teacher have already brought classes to the Career Resource Center to research a career for a class assignment; to research colleges with programs the students have in mind; to have a hands-on-experience at all the learning stations; and to learn what employment is available. Also, students come in from a class or during their "free time" to use the microfiche reader, to use the financial aid learning station, or to consult the college view decks.

Currently, each of the four counselors and the coordinator are

assigned a period a day at the Career Resource Center, and the secretary is there from nine to one, so someone is in the center to work with and to advise the students from 8:30 to 2:45 Monday through Friday.

However, the current use of the center is just the beginning of what the Guidance Staff hopes will be one of the most vitally alive areas in the school. The center offers a "non-school-like" atmosphere, a place that is non-threatening, and one where the student "fools" a sense of "belonging to" and "being a part of". It is a special place where he knows that those who are there really care and want to help him.

Our long-range objectives are to help students in one or more of the following areas:

1. Identifying needs
2. Developing study skills
3. Developing decision-making skills
4. Interacting with a small group with common problems
5. Discovering personality and temperament traits which could direct the student to a cluster of careers to help him determine his options.
6. Getting help in developing employment skills
7. Having available resource materials on many kinds of careers
8. Having available information about the post-high school institution(s) offering the educational program the student wants to pursue after graduation
9. Having on hand adequate information on financial aid and instructions on the steps to take seeking fianacial aid
10. Having available a job placement service for part-time or permanent work
11. Having available a current list of entry-level jobs in the Roanoke

In order to meet these objectives, as additional space is added to the Career Resource Center, perhaps an area could be set off - with privacy - for a self-study laboratory, and a motivational laboratory.[1] These areas seem most essential if we are to try to meet the diverse needs for all students on all levels.

Teachers should find the center a supportive kind of resource where they can bring their students for career information. Also, as space is expanded, the staff will invite classes to view filmstrips that will lend themselves to group interaction in the development of attitudes, the clarification of values, or to factual information on careers.

The guidance coordinator and staff found the planning an exciting introduction to the fulfillment of their efforts for a vitally active center. People who are committed to a course of action that will enable the center to actualize its full potential must include students, teachers, and the guidance personnel. One sobering thought which will help in directing the center activities comes from reading materials related to the project. "Remember, the hardware and software can be confetti for a party that no one can attend."

## FOOTNOTES

[1] E. Neil Carey; Clarence D. Johnson, "Career Resource Centers," Focus on Guidance, Denver, Colorado, Love Publishing Company, Volume 8, Number 1, September 1975, page 2.

[2] E. Neil Carey; Clarence D. Johnson, "Career Resource Centers," Focus on Guidance, Denver, Colorado, Love Publishing Company, Volume 8, Number 1, September 1975, page 7.

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Day, Carol, Lecture and Presentation to Class: Career Education, Ed. GC 517, University of Virginia Extension, Roanoke, Virginia, October 1976.

Stowers, Phyllis, "CIS: A New Dimension for Organizing Career Information Resources," Occupational Outlook Quarterly, Washington, D.C., U. S. Government Printing Office, Fall 1975.

APPENDIX I.


(wet carrel)
Audio-filmstrip projector-headset
(wet carrel)
Audio-filmstrip projector-headset
Built-in (cabinets for storage)
Bookshelves
Cassette players (2); recorder (1)
filmstrips: testing study skills,
Decision making skills
Values clarification etc.
Seeking a job etc.
Employment Counseling and Job Placement Area
Microfiche reader
Occupational Information Files
Table
copies of Career World
Occupational Video-Decks
SOICC Career Info. Kits
Built-in Bookshelves
Career Kits
Occupational Outlook Handbooks
Secretary's desk
Career Resource and Counseling Employment and Placement Center
Patrick Henry High School
(E.O.W.)
New Role of Women in World of Work
Health Careers
Services All Branches
Financial Aid
Catalogs
College/Vocational/Technical
business and nursing schools
(Bookshelves)
Built-in Bookshelves
College Handbooks
(carrel)
College View-decks
4-yr.
2-yr.
Door

APPENDIX B

Printed Materials Ordered for the Career Resource Center
Patrick Henry High School

Private Independent Schools, 1976
Bunting and Lyon, Inc.
238 North Main Street
Wallingford, Conn. 06492

The College Blue Book, Newly Revised, 15th Edition (3 vol. set)
Scholarships, Followships, Grants, and Loans
The Blue Book of Occupational Education
MacMillan Library Services
243 B Brown Street
Riverside, New Jersey 08075

Lovejoy's College Guide, 13th Edition
Lovejoy's Career and Vocational School Guide
Lovejoy's Prep School Guide
New Opportunities for Women
Women at Work
Creative Careers for Women
Nontraditional Careers for Women
Nontraditional College Routes to Careers
School and Library Department
Simon and Schuster
630 Fifth Avenue,
New York, New York 10020

Catalyst Careers for Women
"Opportunities for Women are Expanding"
Catalyst
14 E. 60th Street
New York, New York 10022

Comparative Guide to American Colleges
Comparative Guide to Junior and Two-Year Community Colleges
Harper and Row Publishers
10 East 53rd Street
New York, New York 10022

Need a Lift?
"To Educational Opportunities, Career Loans, Scholarships, Employment"
The American Legion
Dept. S, P.O. Box 1055
Indianapolis, Indiana 46206

Dictionary of Occupational Titles, 4th Edition, Volume I
Supt. of Documents
U. S. Government Printing Office
Washington, D.C. 20402

The Arco-Rosen Career Guidance Series
(Series of updated and revised books on 43 careers.)
Career World Book Service
501 Lake Forest Avenue
Highwood, Illinois 60040

Career World
(One year subscription, 30 copies of each issue)
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Real World, Spring '77 Programs
(30 copies each month for five months, January-May 1977, including 30 copies of the current Real World)
King Features, Educational Division
Dept. 1220, 235 East 45th Street
New York, New York 10017

Occupational Outlook Quarterly (6 copies)
Career Education Center
Supt. of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Foreign Service Today: A Guide to Career Opportunities in the International Field
School of Foreign Service
Georgetown University
Washington, D.C. 20057

Occupational View Decks
(Four-year colleges: two-year colleges)
Chronicle Guidance Publications, Inc.

Guidance Service Subscriptions (2)
(To up-date SRA Occupational Kit)
Job Family Booklets (set)
Decision-Making for Career Development (kit)
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois

Professional Careers Kit
Science and Engineering Careers Kit
Semi-skilled Careers Series
Health Careers Service (to up-date current kits)
Business Careers Service
Industrial Careers Service

Occupational Outlook Handbook, 76-77 edition (40 copies)
Supt. of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Furniture and Audio-Visual Equipment Ordered For
The Career Resource Center

1 5' round table

4 chairs

1 rectangular table

1 audio-visual table with outlets

1 booktruck

1 ceiling screen, 70" x 70"

2 Hitachi automatic sound filmstrip projectors

2 headsets

3 carrels (wet)

2 cassette players

1 cassette recorder/player

1 Microfiche Reader

CAREER RESOURCE CENTER - OCCUPATIONAL INFORMATION

Career guidance is beginning to come of age. Science Research Associates, Focus on Guidance, and the Guidance Newsletter began writing about schools who were experimenting with career labs and career information. Information being received now from the Department of Labor (Occupational Outlook Quarterly), indicates that jobs will be scarce in many areas of the labor force for the next ten years. Projections are that through the mid 1980's there will be rapid growth in white-collar jobs and service type jobs while there appears to be a slowing down of available blue-collar jobs. It was noted that there will be more college graduates than jobs, and therefore, a great competition for available jobs. Students will need to learn more about job options - how they will get into the labor picture, and what kind of "life style" they would like to follow in the years ahead.

The Career Resource Center enables students to use any period in the day to read the materials and receive help from a counselor or from Mrs. Pratt, the secretary. A large space in the career lab has been provided for information about types of jobs. This area includes Career Kits, the Occupational Outlook Handbook, Occupational View Decks, S.R.A. Occupational Exploration Kit, thirty copies of Career World Magazine, the View Lex, and an extensive occupational file.

The following materials are available in the occupational information section of the resource center:

Career Kits

Four career kits have been provided so far: industrial careers, semi-skilled, and health careers.

Occupational Outlook Handbook

Information from the Department of Labor about hundreds of job possibilities. The handbook gives the nature of the work, places of employment, qualifications needed, the employment outlook, and also gives sources of additional information.

Occupational View Deck

The deck uses a step by step process in which the individual student can key in his own interest and abilities, and then come up with career possibilities. This is especially good for students who are looking for career options.

Occupational Exploration Kit

This kit, put out by Science Research Associates, also enables the student to assess himself in the areas of verbal and math ability, and then by adding his area of interest to determine viable career possibilities.

Career World Magazine

Thirty copies of Career World Magazine come to the resource center each month. Students may use these individually or teachers may use them with their classes.

View Lex

The View Lex is a phonograph with a filmstrip viewer. Two sets of earphones enable students to view and listen without disturbing others in the resource lab. The list of records and filmstrips are listed later in this paper with the library materials.

Occupational File

All occupational information collected over the past few years was added to the career lab. This information has been culled and re-filed. New information is being ordered by the secretary, Mrs. Pratt, to add to the file.

CAREER IN LIFE-GOAL PLANNING

I. Introduction

A. Need for Career Education

In a time when the public is demanding a back-to-basics approach and the elimination of so-called "frills" in education, how can we justify the need for adding one more thing, Career Awareness, to be taught in the elementary school? Perhaps this demand on the part of the public in recent years, is the exact thing that has triggered the career education emphasis which is being felt throughout the country.

Surely the two go hand-in-hand. What can be more basic than the teaching of good work havits? Without a secure foundation in this area, students cannot learn to read, write, or do math, let alone find and keep a worthwhile job when it is their turn to join the work force.

Communities have asked for career education and must be willing to support it, not only financially, but by actively participating in the school programs. According to the New Jersey Committee on Education, "Education should involve the student in a series of activities designed to give him the tools for advancement in the world outside the classroom" If this is its aim then these activities must begin as early as possible in the student's school life.

On the elementary level the emphasis is on awareness of one's slef and on the awareness of the multitude of careers in the fifteen career clusters. The student needs to become aware of the fact that he has a personal choice to make in choosing his life's work and that in order to do this, it is essential that he, first, truly understands himself. The approach, then at this level must be of a "hands-on" nature

in which a wide variety of experiences is offered to the students. Acquiring a positive attitude towards work plus developing personal interests are vitally important in this first phase of career education.

Career education indeed is not a new fad or gimmick in education. Even though no federal career education law existed prior to 1974, as early as 1759, Benjamin Franklin called for a "public academy in occupational training to give youngsters from low income families the chance to move up the economic ladder and become part of the middle classes". Such eminent educators as Dewey and Conant have since advocated much the same approach. We, in elementary and secondary schools are no longer only in the business of preparing students for college but rather that of preparing students to live meaningfully in our society. We must provide for less academically inclined students as well as providing a purely academic program. A student's life in school must become relevant to his life in society. Career education is a means to do this.

Instead of career awareness becoming an additional subject to be taught, a creative teacher who incorporates it into the regular curriculum will find that all subject areas can be made more exciting and meaningful to the students. The outside world can be used as a major vehicle for instruction, according to Earl J. Moore, Associate Professor of Education, at the University of Missouri.

B. Explanation of the Operation of the Elementary Education Center

At the Elementary Education Center a different approach is taken toward teaching and learning. Teachers and pupils from all elementary schools in Roanoke City are scheduled and bused to the center. A one hour lesson in a predetermined unit of study is taught by a center teacher.

The unit of study is further developed by the classroom teacher, who has been given a guide book written and prepared by center personnel. The

guide is tailored to fit into the existing curriculum and researched so that the classroom teacher has at her fingertips all pertinent information.

In the career awareness units of study, lists of resource persons for speakers in the community are included, ways of helping students become aware of skills needed in the world of work are suggested and ideas for involving the home are presented. Additional helps, such as films, books, songs and games are put into the units.

At the center a classroom is constructed to be attractive but highly functional. Since each class and its teacher stay only one hour, the lesson is streamlined and concise. Concentrating on a "hands-on" and multisensory approach, the students are allowed, in small groups, to explore activity areas on their own.

C. Purpose of the Project

In our attempt to expose elemetnary students to as many career areas as possible, our project has been to develop a lesson which combines two interrelated career clusters-manufacturing, marketing and distribution.

For this reason we have chosen to develop our lesson, To Market, To Market, on a sixth grade level. These particular students have already, in the previous three years, attended career awareness lessons at the center on professionals, construction and business careers.

II. Lesson Plan - To Market, To Market

The students, at the center lesson, To Market, To Market, will enter a darkened room. From a large center screen, they will be bombarded by the sight, and will hear the sounds of well-known advertisements. These film clips have been obtained from the local television station WDBJ, and spliced together to run in rapid succession.

After a few seconds the lights will come on and the statement, "Each day we are bombarded with 1500 pieces of information, but we absorb only about ten of these," will be made.

Following a brief discussion of why we remember some ads better than others, the importance that advertisements have in our world will be pointed out, especially their place in manufacturing and marketing.

A ten minute film will introudce students to the many jobs and aspects of these clusters, from the receiving docks through pattern making, sewing, packaging the finished garment and the shipping department where it is sent on its way to consumers.

The film was professionally made by public educational television station WBRA, at a local garment factory. Since the film was originally made on a secondary level, it was necessary for us to delete portions of it to shorten its length. It was also necessary for use to write and narrate our own script so that the vocabulary would be suitable for elementary students.

Students will then be divided into small groups for "hands-on" activities. In each of four areas a plain white box, magic markers in two colors, pencils and scratch pads will be provided. In a predetermined time period the students will be involved in the decision-making process by first, naming their product, second, designing its package and third, writing a sixty second advertisement about it. We will structure the

activity, because of time, only to the extent that the product must be some type of space survival kit. In turn, each small group will have its product and ad videotaped.

While waiting their turn to be filmed, the other students will be involved in a game of recognition. The game will be one that matches national and local logos or symbols with the company that uses it, further helping students to become aware of how advertising plays a part in their lives.

When all four groups have been videotaped, the film will be played back for viewing by the whole group.

The lesson will be culminated with a brief discussion on the criteria for good advertisements.

III. Study Guide for Classroom Teachers

A study guide which we have written to accompany this unit will be put into each teacher's hand, prior to the visit to the center. In the guide will be found lessons which will help the students develop skills needed in manufacturing, marketing, and distribution. There will be lessons suggested in the curriculum areas of math, language arts, social studies, music, and art. The guide will also give the teacher names of community resource people who have been contacted and are willing to speak to their class. There are also suggestions as to how to involve the home by inviting parents to participate in the career awareness activities at school.

A copy of the study guide will be found on the following pages.

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## ACKNOWLEDGMENTS

The staff of the Elementary Education Center would like to express appreciation to all those whose help and many kindnesses have made this program possible.

## ROANOKE CITY SCHOOL BOARD

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## STAFF OF THE ELEMENTARY EDUCATION CENTER

Under the Directorship of:
Mr. Burton L. Joyner, Director of Elementary Education
Mrs. Elizabeth S. Hansbrough, Elementary Supervisor

Mrs. Jean Chapman
Mrs. Ann deOlazarra
Mrs. Jean King
Mrs. Janet Krakauer
Mrs. Dorothea Pike

Mrs. Elizabeth Gettle, Secretary

## CONSULTANTS TO THE PROGRAMS

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Mr. Anthony Cavallo
Mr. John Chilton
Miss Jean Ferguson
Mr. Lewis Hoback
Mrs. Loetta Horton
Mr. Andrew Hull
Mr. David Partington
Mrs. Anita Tanner
Dr. Betty Tisinger
Mr. Charles Walker
Mr. Edward O. Wilson

Mr. Richard Herring and Staff
Miss Mary Minichan and Staff

## INTRODUCTION

The lesson "African Safari" has been designed as an extension of the first grade social studies curriculum to encourage the child's interest in diverse cultures.

Authentic articles as well as the flora and fauna of Africa will be used as multi-sensory stimuli. Mini-exhibits will be used to portray different African habitats. Slides of a modern city will be shown as the point of departure for our safari. Guiding the children on their trip will be Charlie, a ventriloquist dummy. The children will actively participate in the lesson by dancing, singing and touching hand carved animals.

Later in the spring, Mr. Sam Maddy, our dancer in residence from Ghana, Africa, will visit the first graders in each school.

In the guide you will find lessons to precede the center visit and for follow-up activities.

The Center Lesson will last for one hour and will be given at Virginia Heights School. Color-coded name tags will be sent to you to be used to divide the children into three groups.

I am looking forward to having you and your children join me "on safari".

Jean King

## OVERVIEW OF THE LESSONS

| | |
|---|---|
| Suggested Lesson Number 1 | Africa, The Continent of Developing Nations - Setting the mood for the visit to the Center and the following lessons. |
| Suggested Lesson Number 2 | Animals of Africa - Original poems used to familiarize the students with some of the characteristics of animals native to Africa. |
| Center Lesson<br>Lesson Number 3 | African Safari - Helping the child to recognize that some families live in different ways from the way we do. Encouraging him to learn the names and characteristics of African animals. Using an African dance as a means of self expression. Singing an African song. Enjoying some of the flora and fauna of Africa. Looking at some of the clothing worn in Africa. |
| Suggested Lesson Number 4 | Big Game Hunt - Having the student complete a picture, recognize the animal and use the appropriate colors when coloring it. |
| Suggested Lesson Number 5 | The Cacao and The Kola Trees - Information about two products with which the child is familiar that might have originated in Africa. |
| Suggested Lesson Number 6 | Meet Mr. Sam Maddy - Listening to the story of Mr. Maddy's own boyhood in Ghana before actually meeting Mr. Maddy in person. |
| Suggested Lesson Number 7 | An African Folk Tale - Listening to the story to discover that the human power of reasoning is more effective than that of animals. |
| Suggested Lesson Number 8 | The Name Game - Filling in the missing part of the animal's name on work sheets that will be given to you during the center visit. |

My special thanks to the following people for their help with these lessons:

Mr. Dennis Bevins
Mrs. Virginia Bernard
Miss Kay Duffy
Rev. A. H. Edwards
Miss Emily Ford
Mr. Steven King
Mr. Sam Maddy
Miss Mary Minichan & Staff
Mr. E. T. Phillips, Jr., Blue Ridge Gardens
Mrs. Maxine Scott

Mr. Charles Walker

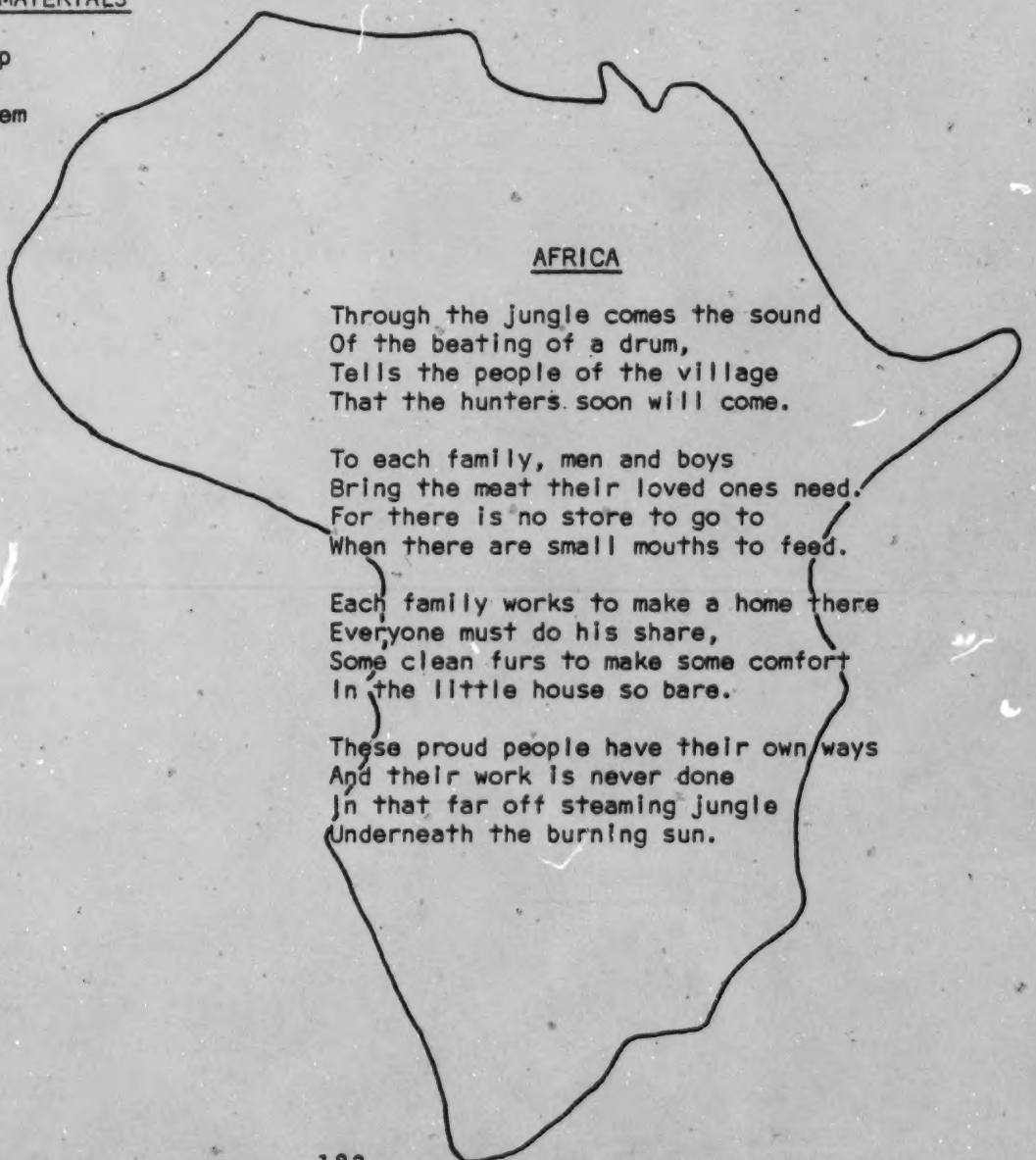
# AFRICA - THE CONTINENT OF DEVELOPING NATIONS

## PURPOSE

To encourage the child to imagine a continent with very little pollution and an exotic landscape - a last frontier. To awaken his conscience to the urgent need to preserve our wildlife heritage.

## SUGGESTED MATERIALS

1. Map
2. Poem



### AFRICA

Through the jungle comes the sound
Of the beating of a drum,
Tells the people of the village
That the hunters soon will come.

To each family, men and boys
Bring the meat their loved ones need.
For there is no store to go to
When there are small mouths to feed.

Each family works to make a home there
Everyone must do his share,
Some clean furs to make some comfort
In the little house so bare.

These proud people have their own ways
And their work is never done
In that far off steaming jungle
Underneath the burning sun.

## ANIMALS OF AFRICA

### PURPOSE

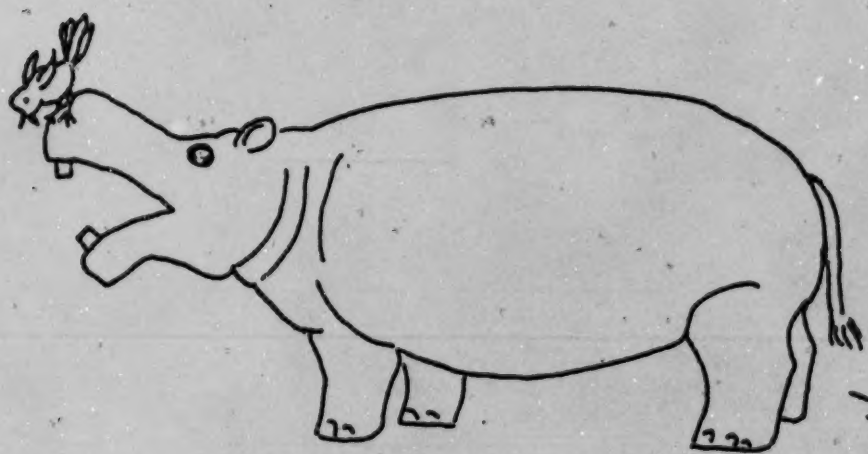
The children should be able to state at least one distinguishing characteristic of each animal mentioned in the following poems.

### SUGGESTED MATERIALS

By showing the illustrations and reading the following poems to your children, they will become familiar with the African animals that we will talk about during their mini-safari.

### THE HIPPOPOTAMUS

It can open its mouth four feet wide --
Oh, what a lovely place to hide --
But do I want to go inside?

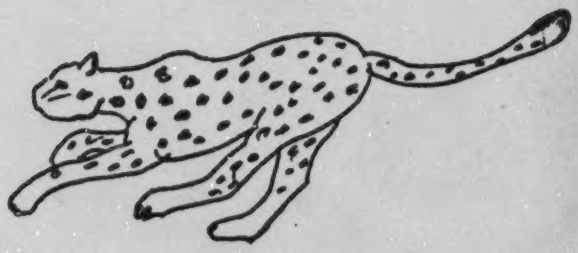


### THE GORILLA

The gorilla lives in Africa
Near the Congo where it's hot.
He looks so very fierce and mean
But really he is not.
As long as you don't bother him
Then he won't bother you.
He searches through the forest
For plants and fruits to chew.

SUGGESTED MATERIALS (Cont'd.)

THE CHEETAH



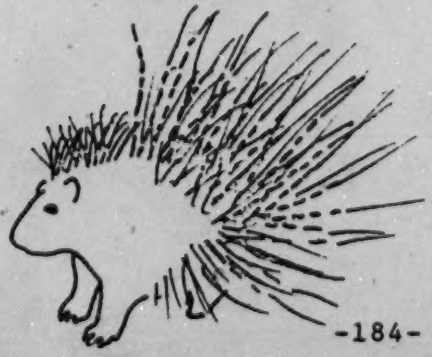
The Cheetah is a spotted cat
Who moves so very fast.
Whoever runs a race with him
Is sure to come in last.

THE OSTRICH

The ostrich is a bird who cannot ever fly.
It isn't that he's lazy or that he doesn't try.
His body is so heavy, his wings so very small
And when he's fully grown, he's the largest bird of all.

THE PORCUPINE

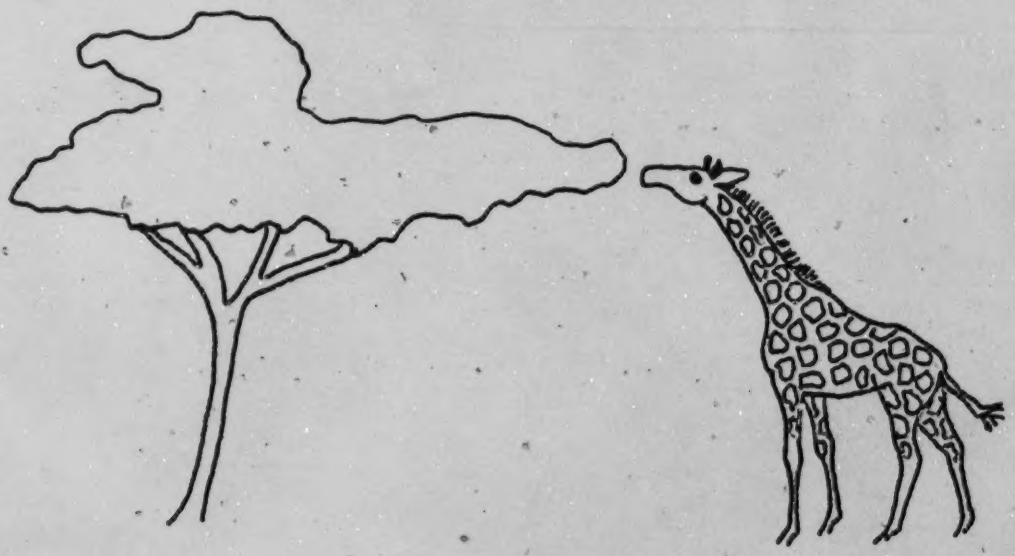
Each animal needs protection
To help it stay alive.
The porcupine without sharp quills
Never would survive.



SUGGESTED MATERIALS (Continued)

THE GIRAFFE

He eats leaves and twigs of acacia trees
And the top of your head just reaches his knees.
His body is brown and tawny yellow
And a very long neck has this tall fellow.

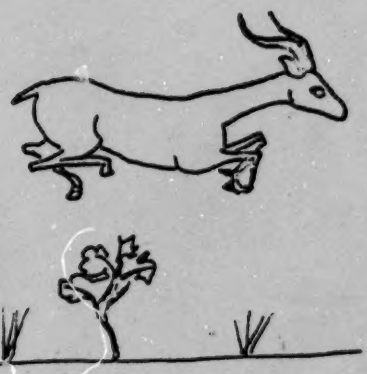


ELEPHANTS

In Africa where the elephant lives
The trees are very big.
But elephants have trunks and tusks
To help them pull and dig.
They uproot trees to eat the leaves
And twigs they like the best.
And when they've eaten everything
They stand and take a rest.
With trunks they draw up water
And use it as a spray,
Since elephants have thick, dry skin,
They bathe it every day.

SUGGESTED MATERIALS (Cont'd.)

THE IMPALA



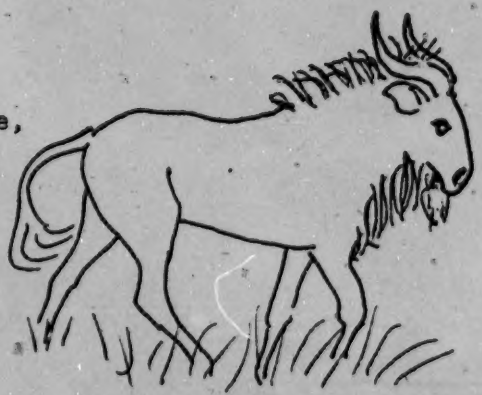
The impala herd feeds on grass and leaves.
The one that sees danger gives a sneeze,
Then all the impalas go leaping away
And go to another place to play.

ZEBRAS

The zebra lives in Africa.
He is four or five feet tall.
He's like a horse with many stripes
But he isn't a horse at all.

WILDEBEASTS

Wildebeasts live in Africa.
They like to sleep all day.
At morning and at evening
Is when they eat and play.
Wildebeasts have two names
So when they're in the zoos
The sign you read, to your surprise,
May say that they're called gnus.



Poems by Jean King
Illustrations by Janet Krakauer
Center Teachers

ELEMENTARY EDUCATION CENTER
LESSON NUMBER 3

# AFRICAN SAFARI

## PURPOSE

1. To familiarize the child with family life in some of the African countries.
2. To reinforce learning of the names and characteristics of African animals.

## PUPIL ACTIVITIES

1. To use an African dance as a means of self expression.
2. To sing an African song.
3. To enjoy the flora and fauna native to Africa.
4. To see some of the clothing worn in Africa.

## MATERIALS

1. A tukul - one type of African home.
2. Mini-exhibits, made by Steve King, depicting life in the desert and also in a native village.
3. Slides made in Africa by Miss Emily Ford, a student at Hollins College.
4. Animal pictures and hand carved wooden animals.
5. African music.
6. Charlie, a ventriloquist dummy.
7. African flowers and plants.
8. Photographs taken, on location, of the filming of Columbia Pictures Television "Born Free".

## RESOURCES

The African trunk will be available after March 24th, through the Bureau of Teaching Materials, for a follow-up lesson in your classroom.

Suggested Lesson Number 4

## BIG GAME HUNT

PURPOSE

1. To have the student complete the puzzle by following the dots in consecutive order.

2. To have him recognize the animal and decide what crayons to use when coloring him.

SUGGESTED MATERIALS

1. What animal is eating from the tall tree?

2. What colors should he be?

Copies of the puzzle will be given to the teacher during the center visit so that each child may have his own worksheet.

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Suggested Lesson Number 5

## THE CACAO AND THE KOLA TREES

### PURPOSE

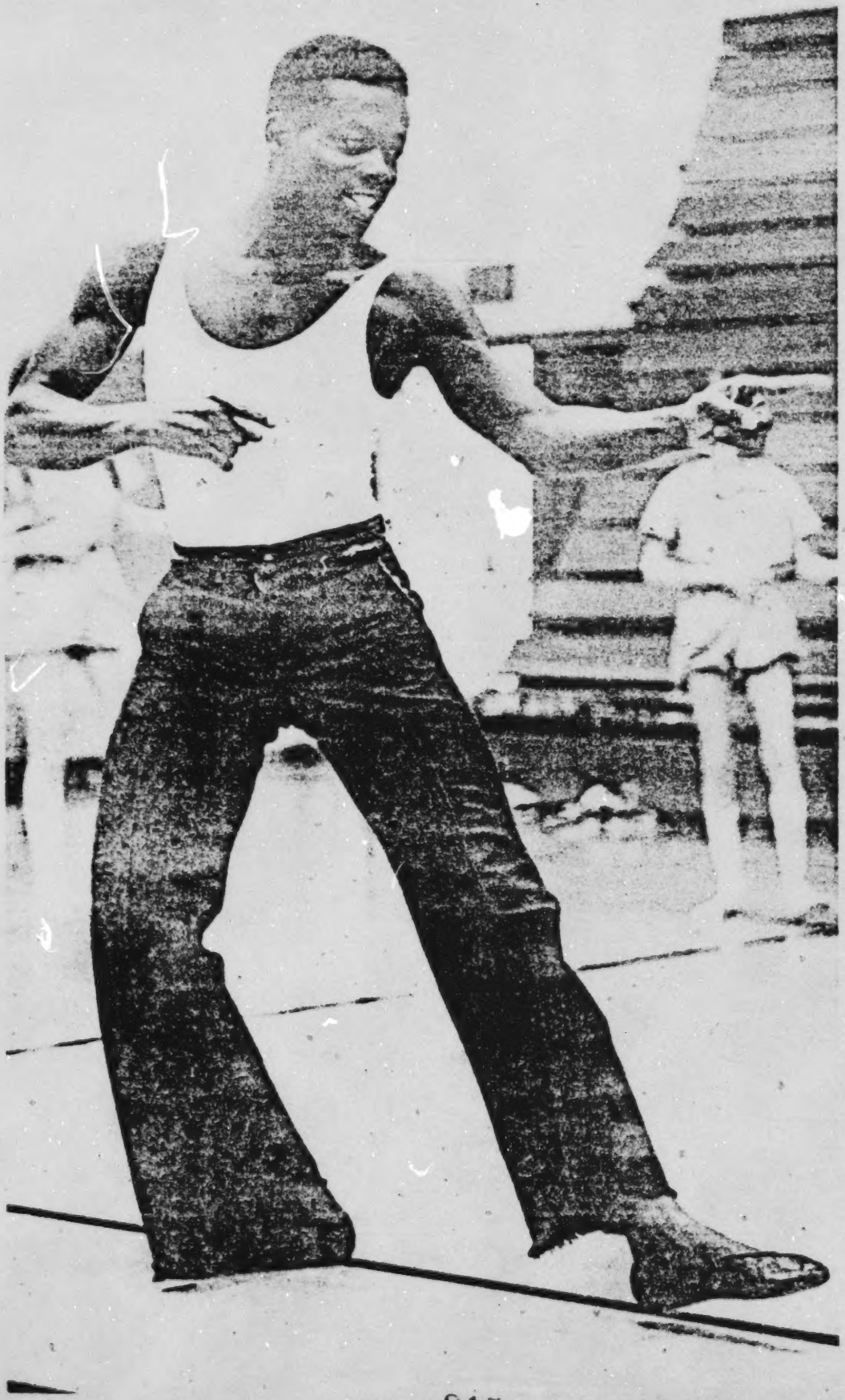
To give the child information about two products with which he is familiar - chocolate and coke.

### SUGGESTED MATERIALS

#### STORY

Chocolate comes from the cacao tree that grows in Nigeria, one of the many African countries. These trees grow very tall, much taller than the door to your classroom. If you're ever out for a walk in Nigeria and you see a tall tree with seed pods shaped like small green footballs, I bet you have found a cacao tree. If the pod is bright orange instead of green, the beans are ready to be picked. It might be fun to help pick them. Now, take the beans out of the pod and spread them on the ground to dry in the sun. Be sure you don't let our goats walk on them. We want them to be just perfect when we send them all over the world to be made into chocolate candies for little boys and girls like you to enjoy.

Coke comes from the kola tree which is even taller than the cacao tree. Did you see this tree on your walk? It has dark green leaves and bunches of green seed pods as big as oranges. Inside the pods are about ten pink nuts. When the nuts are opened there is a juice inside that is used to make our cola drinks.



Suggested Lesson Number 6

## MEET MR. SAM MADDY

### PURPOSE

To acquaint the children with Mr. Maddy's boyhood in Ghana, Africa. (Later in the spring the first graders will meet Mr. Sam Maddy, our dancer in residence, in person when he comes to the schools to visit - see Superintendent's Report September 22, 1974.)

### MATERIALS

### THE SAM MADDY STORY

Sam Maddy was born in Accra, the capital city of Ghana in the western part of Africa. He lived in a modern brick house with his mother and daddy and his three brothers. One of Sam's brothers is younger than he and is in college in Africa. When he was a little boy, Sam's daddy worked for the government as a store manager. His mother didn't go to work until his daddy retired but now she sells cooking oil.

Sam was supposed to start school when he was five years old but the school headmaster (principal) had his own special way of deciding if little children were ready to start school. He asked each one to put his right arm across the top of his head to see if his fingers could touch the bottom of his left ear. Poor Sam's arms weren't long enough when he was five, so he was sent home again to wait until he was a bit bigger. He was very upset because he had looked forward to going to school and making friends with the other boys and girls. His daddy and his older brothers taught him at home and when he was six he went to the school again and this time he was allowed to stay. I know he was a happy little boy that day, don't you?

Sam remembers playing with a little wagon when he was a small boy. The other boys pushed him along the street in it. Sam's hand got caught underneath the wagon and the boys didn't hear him shouting for them to stop because the wheels made such a noise. He didn't tell his family what had happened to his hand, he tried to hide it. On the third day when his mother saw it, it was badly infected and he had to go to the hospital every day until he'd had thirty five injections (shots). His family was very angry with him and he got caned (paddled) as well. I'm sure that is why he remembers it so clearly.

MATERIALS (Continued)

Many of the toys that he and his friends played with were hand carved out of wood. The little girls had baby dolls that were carved from wood. Their parents went to the craftsman to buy them for their children.

When Sam was a little boy he wore talking shoes (leather shoes with metal taps on the toe and the heel). He walked very smartly to the school. The education man also wore talking shoes and the teachers always knew when the education man (supervisor) was coming. When they heard Sam walking, they thought it was the education man coming and it worried them so they asked Sam's daddy to buy Sam some rubber soled shoes to wear.

Sam had a little dog for a pet when he was a boy. His father also raised rabbits. He also had some "grass cutters" that the family raised in a shed in the backyard. The boys took them grass to eat when they were hungry. African people raise "grass cutters" like we do rabbits. Some of them are the same size as rabbits and some are much larger. There are two different kinds of "grass cutters" and they can be different colors. The wild ones have a much thicker fur coat than the tame ones.

Sam is a grown man now, so when he comes to visit you at school you will of course call him Mr. Maddy.

# AN AFRICAN FOLK TALE

## PURPOSE

To listen to the story to discover that the human power of reasoning is more effective than that of animals.

## SUGGESTED MATERIALS

### STORY

### KINNENEH AND THE GORILLA

Once upon a time a gorilla saw a grove of bananas that belonged to the people of a small village. He decided the fruit looked good to eat so he stole a basketful and ate every banana in it. Then he curled himself up for a long sleep.

The next day the gorilla ran into the village and scared all the people away. In the end house in the village lived a boy named Kinneneh with his mother. When all the people ran away Kinneneh and his mother climbed up into the attic to hide. When the gorilla came into their house he couldn't find anyone. "I'm the chief of this place now," he roared. "There is no one left to bother me". Kinneneh thought it was so funny that they had fooled the gorilla so easily. "Ha ha!" he laughed. The gorilla looked all around but he forgot to look up in the attic and he didn't know that Kinneneh and his mother were right above him. Finally he gave up looking and went to the grove to get more bananas. Soon he returned and began to eat, but again Kinneneh laughed, "Ha ha!". When the gorilla ran outside to see who had laughed, Kinneneh quickly hid all the bananas.

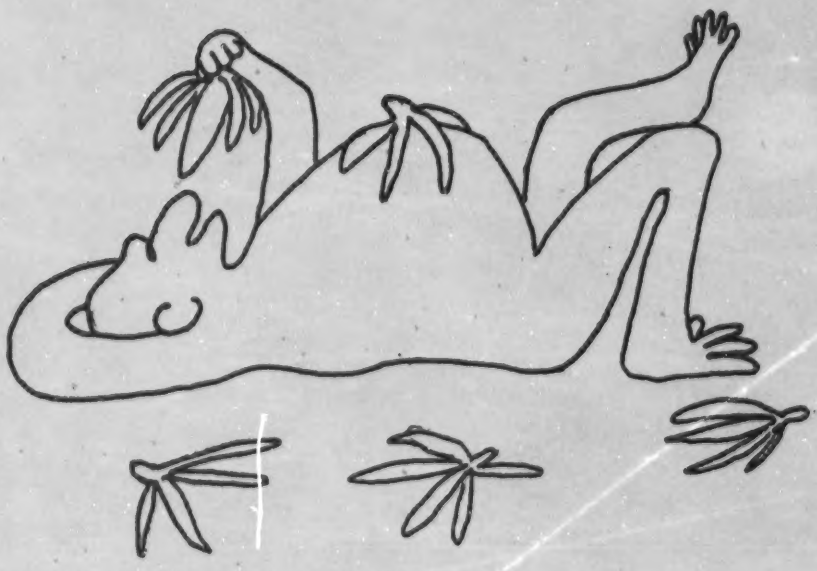
The gorilla made many trips and brought in great heaps of bananas, but each time he came back the house was empty. Again he thought he heard the laughing voice. The gorilla couldn't stand it. He was sure the voice came from outside the house and he rushed out raging and screaming to search the whole village. When he returned to eat his bananas he found only the dried up peels. The bananas were all eaten.

SUGGESTED MATERIALS (Continued)

For days the gorilla brought bananas back to the house. But each time he sat down to eat, he would hear the laughing voice. Then he would drop the bananas to hunt for the voice - and the bananas would all disappear. Finally the gorilla became so tired. He dragged himself off into the jungle and was never seen or heard of again.

When the people of the village heard that the gorilla was gone, they came back to their homes. They thanked the boy, Kinneneh, and gave him and his mother a fine new house and their own banana grove. When their old king died they chose Kinneneh to rule over them.

To this day the people are thankful that a human's mind can outsmart even the strongest animal.



Suggested Lesson Number 8

## THE NAME GAME

### PURPOSE

1. To have the child fill in the missing initial vowel or consonant.
2. To reinforce his knowledge of the various animals and their individual characteristics.

### SUGGESTED MATERIALS

Copies of some of the illustrations shown in Lesson Number 2 will be given to the teacher during the center visit so that each child may have his own worksheet.

The following teacher reference books are available from the Children's Section in the Public Library.

When the Drum Sang by Anne Rockwell - Parents' Magazine Press, New York

The True Book of African Animals by John Wallace Purcell - Childrens Press, Chicago

Giraffes At Home by Ann Cook - Thomas Y. Crowell Company, New York

Little Apes by Gladys Conklin - Holiday House, New York

The True Book of Elephants by Elsa Posell - Childrens Press, Chicago

Biography of a Rhino by Alice L. Hopf - G. P. Putnam's Sons, New York

Jungle Babies by Mrs. Martin Johnson - G. P. Putnam's Sons, New York
(very old but contains lots of information)

Reference Books Available from the Media Center

Margaret's Birthday by Jan Wahl - Four Winds Press

Africa's Animals by Marvin Newman - Doubleday

African Crafts and Craftsmen by Rene Gardi - Van Nostrand Reinhold Company

Elsa and Her Cubs by Joy Adamson - Harcourt Brace World

Recordings

Making Music Your Own - Grade 1

The Green Dress - South Africa

We Are Going Down the Numbers - Nigeria

Where is the Pebble - Nigeria

## ACKNOWLEDGMENTS

The staff of the Elementary Education Center would like to express appreciation to all those whose help and many kindnesses have made this program possible.


## ROANOKE CITY SCHOOL BOARD

Dr. Wendell H. Butler, Chairman
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* * * * * * * * * * * * * * * * * * * * * * * * * * * *

## STAFF OF THE ELEMENTARY EDUCATION CENTER

Under the direction of
Dr. Burton L. Joyner, Director of Elementary Education
Mrs. Elizabeth S. Hansbrough, Elementary Supervisor

### Teachers

Mrs. Jean Chapman
Mrs. Jean King
Mrs. Janet Krakauer
Mrs. Dorothea Pike

Mrs. Elizabeth Gettle, Secretary

## INTRODUCTION

The lesson, To Market, To Market, has been designed to develop student awareness of the wide variety of career opportunities available in the fields of manufacturing, marketing and distributing of products.

The interdisciplinary lessons suggested in this guide show ways in which career awareness can be integrated into the existing curricula particularly with the subject of mathematics, language arts, social studies, music and art.

A simple pre-test and a post test are provided so that you may assess each student's growth in awareness of the many jobs related to these career areas.

In four small groups, your students will actively participate in the lesson by naming and packaging a product and developing a TV commercial to advertise the product. Each group's commercial will be video-taped, then replayed for the total group to see and analyze for qualities of good advertising.

Name tags will be provided for your class before the Center visit. It would be helpful if you have each student's name written clearly on it so that he may be addressed personally during the lesson.

We are looking forward to seeing you and your students at the Center.

Jean Chapman
Dorothea Pike

## AN OVERVIEW OF THE LESSONS

| | |
|---|---|
| CENTER LESSON Number 1 | To Market, To Market - developing an awareness of many careers involved in manufacturing, marketing and distribution. |
| Suggested Lesson Number 2 | Who Made That Bike? - using Popeye and puppetry to demonstrate the interdependence of workers. |
| Suggested Lesson Number 3 | Super Ads for Super Products - creative writing to advertise products of the future. |
| Suggested Lesson Number 4 | Super Speakers - calling on community resource people to relate experiences in marketing and distribution. |
| Suggested Lesson Number 5 | Super Cut-Ups - making puzzles for identification of familiar ads. |
| Suggested Lesson Number 6 | Bonnets to Bluejeans - tracing changes in manufacturing from colonial days to the present. |
| Suggested Lesson Number 7 | Buy by Mail - practicing math operations needed in ordering goods by mail. |
| Suggested Lesson Number 8 | Salt Is Salt! - discovering why packaging must change - especially when the product doesn't. |
| Suggested Lesson Number 9 | Super Salesmen - experiencing the role of buyer and seller. |

Special thanks to the following people for their help with these lessons:

Miss Mary Minichan & Staff of the Educational Media Center
Jefferson Hall

Dr. Lee Bowen
Mr. Hugh Brown
Mr. Anthony Cavallo
Mrs. Dorothy Curtis
Miss Veron Holland
Mrs. Julia Kelly
Mr. Richard Poindexter
Mr. Johnny Simpson
Mrs. Page Thompson
Mr. Charles Walker
WBRA - Mrs. Barbara Landon
WDBJ-TV - Mrs. Kay Hall

Halmode Apparel, Inc.

## VOCABULARY

Advertising - focusing public attention on a particular product or service

Buyer - one who is in charge of large-scale buying in a retail store

Cashier - worker who receives money from and makes change for customers

Copy - written part of an advertisement

Copywriter - a writer of advertising or publicity copy

Customer - one who purchases a product or service

Display - an eye-catching arrangement by which something is exhibited

Distribution - the act of delivering or distributing goods

Fashion - a prevailing custom or style

Logo - an identifying statement or symbol - motto

Marketing - the act of selling or purchasing - the functions involved in moving goods from producer to consumer

Merchandise - goods that are bought and sold

Packaging - enclosing a product in a covering or wrapper

Retailer - one who sells small quantities of goods to consumers for personal or household consumption

Sales Clerk - a person who sells goods or products

Wholesaler - one who sells merchandise in quantity, usually for resale

## PRE-TEST

As a simple pre-test to use before beginning this unit, you might have the students write the answers to the following two questions:

1. How many workers can you name who are involved in the making of a pair of bluejeans?

2. What workers can you name who are needed to get the bluejeans to you from the factory where they are made?

## POST TEST

The same two questions may be used at the end of the suggested lessons in this study guide to see if the students have become aware of the many different groups of workers involved in manufacturing, marketing and distribution. Let the students compare this list with the list made on their pre-tests.

Compile a class list of workers named from the post tests. Ask the students to consider the duties and responsibilities of the workers in the compiled list. Then discuss which of these jobs might be of interest to the individual students.

ELEMENTARY EDUCATION CENTER
LESSON NUMBER 1

# TO MARKET, TO MARKET

## PURPOSE

1. To develop an awareness of the many career opportunities involved in the manufacturing of a product.

2. To discuss the importance of the many jobs necessary in the advertising of a product.

3. To familiarize students with the role of workers in providing attractive packaging for marketing a product.

## MATERIALS

1. Film clips of TV commercials
2. Audio-visual presentation showing the manufacturing of a garment
3. Art materials and box for "product"
4. Writing materials for preparation of TV script
5. Video-tape recording equipment for filming and replaying students' commercials

## ACTIVITIES

1. Discussion of the impact of TV and other forms of advertisement in marketing a product.

2. Viewing an AV presentation showing the many workers engaged in the manufacture of a garment.

3. Small group activity - students will be asked to name a product, design its package and prepare a 60 second TV script to advertise the product.

4. Each group's presentation will be video-taped. In order for the total group to compile a list of criteria for good advertisements, the video tape will be replayed.

5. A summary of the many career opportunities available in the areas of manufacturing, marketing and distribution will culminate the lesson.

Suggested Lesson Number 2

## WHO MADE THAT BIKE?

### PURPOSE

To develop an understanding of the interdependence of workers.

### MATERIALS

Popeye Marketing and Distribution Book - the teacher will be given a copy of the book at the Center Lesson.

### ACTIVITIES

1. After researching the book, have the students list all the different types of jobs involved in marketing and distribution.

2. Paper bag puppets or stick puppets made from tongue depressors or popsicle sticks might be made to represent the workers involved in marketing and distributing a product. Each "puppet" could explain his part in the overall process. This would provide an opportunity to develop the idea of interdependence of workers.

### ADDITIONAL RESOURCES

FILM - Why People Have Special Jobs? - Available through the Office of Bureau of Teaching Materials. (This is recommended for Kindergarten through third grade, but if your students have not seen it, it is well worth showing.)

Suggested Lesson Number 3

# SUPER ADS FOR SUPER PRODUCTS

## PURPOSE

To provide experiences in the use of creative writing skills.

## MATERIALS

1. Products of the future (imaginative products)
2. Art materials for illustrations
3. Popular Science or Science Fiction Magazines, if available.

## ACTIVITIES

Students decide on a "way out" or unusual product, such as: a house that can be broken down and moved - then put up again by the owners, a good tasting candy with no calories, a car that folds up to briefcase size, thus avoiding parking, etc.

They may draw large display posters of the product. They may then write radio or television 30 second "spot" commercials describing the capabilities and advantages of the product. (Emphasize the fact that a 30 second TV commercial would cost $600.00 for prime time in the Roanoke area and much more on national TV.) After compiling a list of qualities of a good advertisement, each student could evaluate his own ad using these criteria.

## SUGGESTIONS FOR OTHER PRODUCTS

1. Seeds that grow overnight, producing food for breakfast.
2. Grass pudding.
3. Car that runs on water instead of gas.
4. Instant travel machine (push button for Chicago and you're in Chicago!)
5. Building lots for habitats under the sea.
6. Push-button vending machine for buying clothes.
7. Silent supersonic travel machine to replace a car.

ADDITIONAL RESOURCE

You might like to refer back to Chapter 1 in Progress in English Experiences in Language:

Pages 28 and 29 - Talking About Advertisements
Pages 30 and 31 - Writing a Magazine Advertisement
Pages 32 and 33 - Dramatizing a Television Commercial
Pages 34 and 35 - Organizing an Advertising Campaign

Suggested Lesson Number 4

# SUPER SPEAKER

## PURPOSE

To help students become better acquainted with work in manufacturing, marketing and distribution by using community resource people as speakers.

## ACTIVITIES

The following people have been contacted and are willing to come to your class for a talk about their work:

Manufacturing - Mr. Thor Trolsen - General Electric Company
Telephone 387-7494

Marketing - Ms. Sally Stevens - Sidney's, Inc.
Telephone 342-2941

Distributing - Mr. Don Mundy - General Motor Lines
Telephone 342-7818

### Suggestions for Use of Resource Speakers

Contact resource person by telephone to affirm availability.

Set a definite day, time and specify topics which you would like emphasized.

Inform your principal of expected speaker and purpose of his visit.

Write follow-up letter reaffirming facts from telephone conversation. Give directions to your school location and explain parking facilities.

An invitation to stay for lunch in school may be extended.

Include self-addressed postcard inquiring as to audio-visual materials needed and lunch intentions.

Speaker should be met at the door and conducted to the classroom. A student committee might be used for this purpose.

Be sure to remain in the classroom all of the time that the speaker is with your students.

Thank-you letters should be written to the speaker following his visit. Letters written by the children are always welcomed by speakers.

A pupil evaluation of the speaker should be administered after the visit to assess the value to your class.

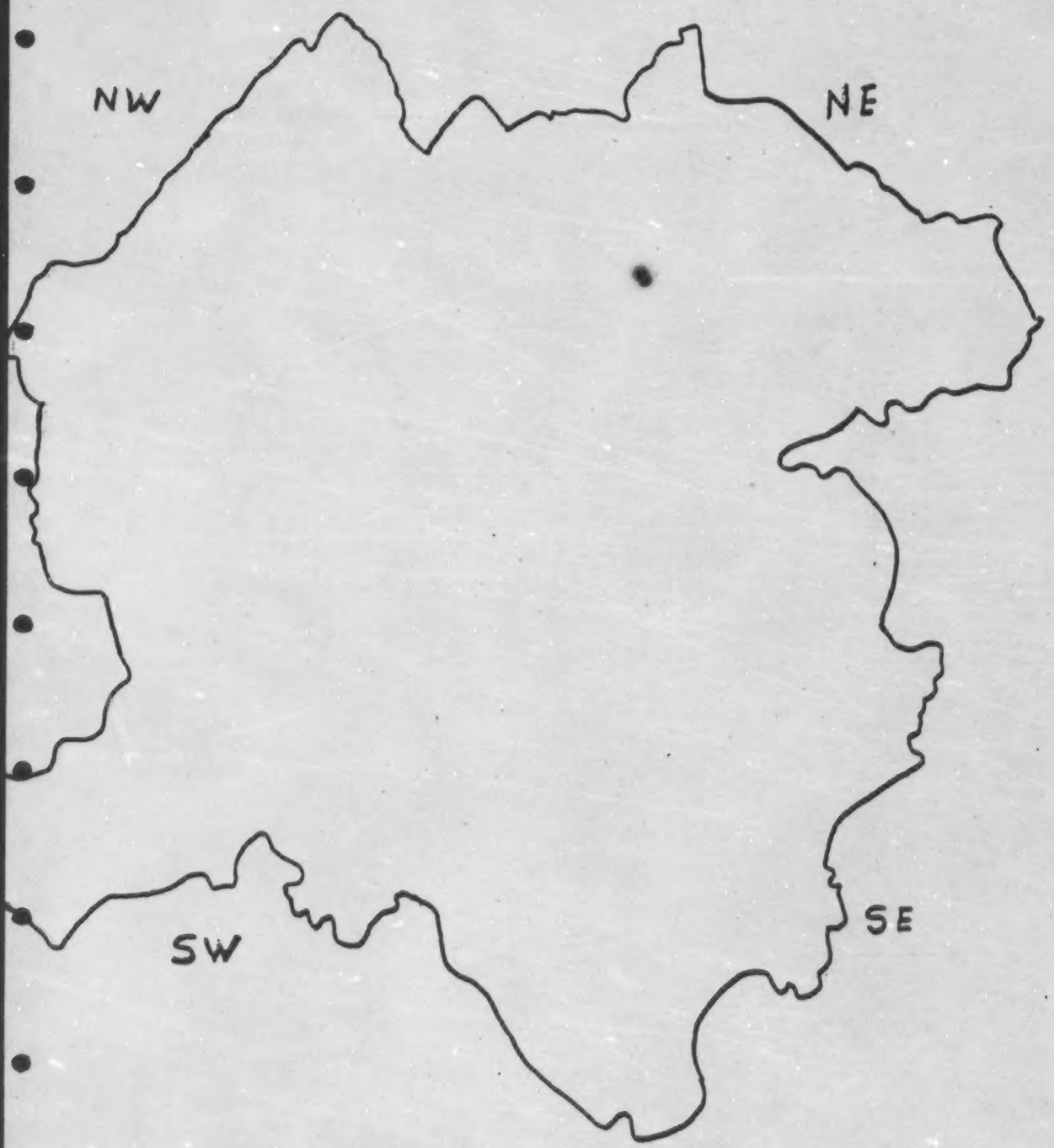
ACTIVITIES (continued)

(These suggestions have been compiled from a speech by Ro ert Dipietro of Laurel, Maryland and a booklet called Career Development: A Community Approach in the Prince George's County Public School.)

ADDITIONAL ACTIVITIES

1. Using telephone books, Roanoke Merchants Association and Chamber of Commerce, have students research and locate the areas where most selling takes place in our city. They may mark these areas on an outline map, such as the one on the following page. Discuss how the use of cars has led to the development of shopping centers.

2. Invite the parents of your students to come to speak to your class about their occupations.


NW
NE
SW
SE

Suggested Lesson Number 5

## SUPER CUT-UPS

### PURPOSE

1. To make students aware of a wide variety of different kinds of advertisements.
2. To make puzzles to use in identifying familiar ads.

### MATERIALS

1. Magazines
2. Glue
3. Cardboard
4. Scissors

### ACTIVITIES

1. Using magazine advertisements, glue the ad to the cardboard. Cut out and make into jagsaw puzzles. Students may exchange ads and work puzzle.
2. A guessing game may be played by having each student "act out" his puzzle before the class. The other students should try to guess what the ad or product is from the pantomime.

### ADDITIONAL ACTIVITIES

1. Students may watch for magazine ads and TV commercials to be able to pick out those designed to appeal to their age group. They may check other ads in magazines and those on television and decide toward which age group those ads are directed. After deciding to which group most ads appeal, they may draw conclusions as to who controls the buying power.
2. Students may want to make a large mural of cutout ads for their room.
3. Using the ads designed to appeal to <u>them</u>, the students may have a discussion putting themselves in the place of consumers. They should bring out the need, worth, price and usefulness of the product; how well-made, attractive, colorful, eye-catching, etc.

Suggested Lesson Number 6

# BONNETS TO BLUEJEANS

## PURPOSE

1. To provide students with knowledge concerning the development and changes in marketing since colonial days.

2. To show how geographic conditions, need and style have influenced these changes.

## MATERIALS

1. Reference books in school library.

2. Fourth and fifth grade Social Studies books - MacMillan Publishers.

3. Current magazines.

## ACTIVITIES

1. Students may want to have a class debate, using the premise: Products marketed in colonial days were superior to those marketed today.

2. Have the students research the history of the following terms: denim, jeans, dungarees and Levis.

### For the Teachers' Information

#### History of Denim and Jeans, Dungarees and Levis
(From Discussion Guide for Adventures in the World of Work)

Denim is one of the most popular materials for clothing manufacture. You might wonder how the fabric came to be called "denim". Or why people called denim pants "jeans", "dungarees" or "Levis".

Denim cloth was first produced in a town in France called Nimes. When speaking of the cloth made there, people called it "serge de Nimes," meaning "cloth of Nimes". This term was later changed to our modern word "denim".

Because of its great strength, denim was immediately very popular. Christopher Columbus used it to make sails for his

ACTIVITIES (continued)

ship, the Santa Maria. Sailors found denim clothing to be confortable and durable. Sailors from the town of Dhunga, in India, wore denim pants. Both they and their pants were called "Dhungarees", which was simplified to "dungarees." Denim-wearing sailors from Genoa, Italy, were called "Gene", which became one of the most popular terms in America today for denim pants. (We spell it "jeans".)

The name "Levis" is of much more recent origin. In the mid-nineteenth century, a New York dry goods merchant called Levi Strauss headed West to sell his goods in the new mining towns that were springing up during the California gold rush. Among the bolts of cloth he took with him was a single roll of heavy denim tent canvas. When he arrived in California, he set up a small store and was soon selling lots of goods-except the roll of tent canvas. He seemed to be stuck with this odd roll of material. But local miners and prospectors were stuck with another problem. Where could they get a pair of pants that would stand the wear and tear of their work? Finally, one miner brought his clothing problem to Levi Strauss. Strauss took the miner and the tent canvas to a tailor, and the American West saw its first pair of jeans. News of these extra-strong pants spread quickly by word-of-mouth. Soon the demand for Levi's pants grew throughout the West and Southwest. Though "Levis" is a brand name, today many people say "Levis" when they mean any denim pants, no matter who the manufacturer is.

ADDITIONAL ACTIVITIES

Available at the Media Center - Jefferson Hall

6 Sound/Color Filmstrips - Adventures in the World of Work Series:

1. Who Puts the Light in the Bulb?
2. Who Puts the Print on the Page?
3. Who Puts the Ice in the Cream?
4. Who Puts the Blue in the Jeans?
5. Who Puts the Room in the House?
6. Who Puts the Grooves in the Record?

Suggested Lesson Number 7

# BUY BY MAIL

## PURPOSE

To provide students with practical experience and knowledge about buying goods by mail and the math operations involved.

## MATERIALS

1. Mail Order Catalogs such as Montgomery Ward, Sears and Penneys.
2. Order forms and blanks from magazines and catalogs.

## ACTIVITIES

Using the catalogs and magazine order forms, have students figure the cost of several articles. They should include shipping weight, shipping charges and taxes. After totaling the final amount, students might design their own personal checks for payment.

(Sears Roebuck and Company does the largest amount of retail business in the United States.)

## ADDITIONAL ACTIVITY

### Newspaper Ads

Working in small groups, compare prices of four specified products in three different grocery store ads. Decide at which one single store all four products could be purchased most economically. Discuss reasons for buying all items in one store.

Suggested Lesson Number 8

# SALT IS SALT!

## PURPOSE

To provide students with knowledge of the changing role of packaging in marketing.

## MATERIALS

Students may bring empty boxes and labels from home. Empty fruit and soup cans may be used.

## ACTIVITIES

1. Some products such as salt and baking soda do not change. Therefore, the package is especially important. Have students think of other products that do not change. They might enjoy designing new packages for them.

   EXAMPLES: Salt, vanilla and other flavorings, sugar, gasoline, baseball, bat, ice cream, etc.

   On the following page, you will find a copy of a recent newspaper article concerning <u>new</u> uses for an <u>old</u> product.

2. Have the students examine the boxes, packages and cans. Direct their attention to the shape, size and color. They should be aware of the eye appeal of the product. Let them decide what kind of packaging appeals to them.

3. Nearly all products are labeled with the equivalent metric measurements now. Have the students find these and discuss the reason this is being done.

## ADDITIONAL INFORMATION

On most grocery packaging you will find a series of lines and numbers. These are lines to be read at the check-out counters by computers in the near future.

# Baking Soda Firm Changes To Keep Up With the Times

By JACK EGAN
L.A. Times-Washington Post Service

NEW YORK — It is still called Arm and Hammer Baking Soda, but only about 2 per cent of the nearly 50,000 tons sold to consumers last year wound up in baking tins.

The rest was bought to deodorize refrigerators, add to washing machines to make bleach go further, put out some fires, pour into swimming pools as a chlorine extender, spread in cat-litter boxes as a freshener or any of the other uses that its manufacturer, Church & Dwight, Inc., can think of.

Faced with what seemed to be a dying product Church and Dwight since 1970 have cleverly used advertising to educate consumers about the myriad virtues of its basic bicarbonate of soda product and turn Arm & Hammer into one of the fastest moving items on grocery shelves.

The yellow box of baking soda with a familiar arm and hammer logo on the front—one of American's oldest and most famous trademarks—can be found in 90 per cent of this country's households, Church & Dwight president Dwight C. Minton estimates.

In addition, Church and Dwight remains the dominant supplier of bicarbonate of soda to industry, where it is used as a buffer in various chemical processes, and has 200,000 tons of the country's total 275,000 ton annual production capacity.

And the company also has capitalized on the familiarity of its brand—perhaps its greatest asset—to successfully launch several other products in the consumer area: Arm and Hammer laundry detergent, Arm and Hammer oven cleaner and, most recently, Arm and Hammer deodorant which uses baking soda for the odors and corn starch as the absorbant.

All of this has served to turn Church and Dwight—whose history goes back 130 years—into one of the fastest growing companies in the U.S. today. In the past five years sales have been compounded at an annual rate in excess of 20 per cent and profits have grown even faster.

In 1970 net income was $877,998 or 61 cents per share on sales of $22.4 million. In 1974 net income was $3.1 million, or $2.27 per share, on sales of $57.8 million. And in the first nine months of 1975, sales came to $53.5 million, up 31 per cent from comparable year-earlier period and profits totaled $2.8 million, an increase of 20 per cent.

Church and Dwight directors last week declared the company's 300th consecutive quarterly dividend, 30 cents a share.

Although the company is public and registered with the Securities and Exchange Commission about 80 per cent of its 1.3 million shares still rest in the hands of about 100 fourth, fifth and sixth generation descendants of Austin Church and John Dwight who formed the original company.

Suggested Lesson Number 9

# SUPER SALESMEN

## PURPOSE

To give students opportunities to understand the role of buyer and seller.

## MATERIALS

1. Articles to sell
2. Display areas
3. Poster board
4. Play money

## ACTIVITIES

Have students bring white elephant articles (things they do not want) from home. They should display them attractively in the classroom. You may want to suggest to the students that they watch commercials on television to get ideas.

They may make posters of the products. Then, in turn, each student should play the part of "salesman" and try to sell his article to other classmates who act as "consumers". (Students may want to write and learn their "spiel".)

Play money may be used in the buying of the products.

## ADDITIONAL ACTIVITIES

This lesson may be expanded to a sale for the whole school using posters for the school bulletin board, etc..

Students may use the song Market Places on page 129 in the sixth grade song book Making Music Your Own, making up new words to help sell their own products.

IV. Teacher Evaluation Form

Each teacher will be given an evaluation form to complete and return to the center. This will enable the center teachers to change, update or modify the lesson to the needs of the students and classroom teacher.

This instrument will be used to evaluate the unit of study in the light of anticipated results as stated in the following quotation by Mr. Anthony Cavallo, published in the Roanoke City Newsletter, November, 1976. "The anticipated results are that children will increase their performance in the basic skills area, feel better about themselves, improve their work habits and occupational values, become more knowledgeable about career opportunities and placement, enhance their job seeking and job getting skills, and heighten their career awareness."

A sample of the evaluation form is on the following page.

## ELEMENTARY EDUCATION CENTER

acher Evaluation of To Market, To Market - a Career Awareness sson in areas of Manufacturing, Marketing and Distribution:

| | Yes | Somewhat | No |
|---|---|---|---|
| I. After completing the unit, do you feel that your students have become more aware of: | | | |
| a. the many jobs involved in these clusters? | ___ | ___ | ___ |
| b. the interdependence of these workers? | ___ | ___ | ___ |
| c. the many skills needed to produce a product? | ___ | ___ | ___ |
| II. Did the Center Lesson stimulate your students' interest in the careers in these clusters? | ___ | ___ | ___ |
| III. Were you able to use the suggested follow-up lessons in the guide to: | | | |
| a. integrate career awareness into several areas of the classroom curriculum? | ___ | ___ | ___ |
| b. involve the community and industry in your classroom activities? | ___ | ___ | ___ |
| c. provide opportunities for involvement of the home? | ___ | ___ | ___ |
| IV. Did your students show increased interest in developing any of the skills needed in these jobs? | ___ | ___ | ___ |

Comments or Suggestions:

ME_____
(Optional)

V. Conclusion

Dissatisfaction with one's career choice can be a sad and frustration experience. So often a person is trapped because of lack of skills or opportunity to change and must remain in this same unsatisfying position for a long period of time. Career education is the solution to this problem.

Since the need for career education has become so apparent in recent years, the public has made known its desire for the schools to use every available means of presenting students with as many glimoses at job opportunities as possible at as early an age as possible.

We, as teachers at the Elementary Education Center, are in a unique position in that we are able to reach a large number of elementary school children. During the past five years, we have presented units of study in a number of job clusters for use by the classroom teacher.

Our project for this course has been to develop an additional lesson. <u>To Market-To Market</u>, on a sixth grade level. We will teach this lesson on manufacturing, marketing and distrubtion in the spring of this school year in the hope of creating an awareness of the large number of career opportunities in these areas.

Let's really give our children a choice!

**********

This project has been done jointly by the two of us. The responsibility for writing the study guide was shared equally and the Center Lesson will be team taught.

Jean Chapman

Doretha Pike

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Yohe, Dorothy: Teacher, "Vips: Very Important Parents," November, 1976.

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IN-SERVICE TRAINING FILMS

KEY: . Ideas for script

* Needs film (WBRA has much of this)

+ Activities to be developed

PROGRAM #1
INTRODUCTION AND OVERVIEW

* Highway leading into Valley, Roanoke Hotel, railroad yards, Star, hospital, etc.

. Voice over - Roanoke is situated in the Southwestern area, etc. Its population of XX,000 is highly industrial, etc.

. In the Spring of 1976, (most of this can be gotten from the Roanoke proposal) an application for federal funds was submitted to . . .

The purposes of the proposal were . . . you can enumerate here by:

1. Titles on the screen
2. Voice over
3. Interview i.e. questions to Tony through which he states purposes

Following project objectives should be something like . . .

8 schools, elementary, junior, and senior, were selected to pilot the effort.

* Outside shots showing campuses of Monterey, Jackson, P. H., etc. Inside shots of student traffic, classroom activities, playground, athletic events, etc.

Be sure to show different aged kids.

. Involvement - an appreciable amount of time needs to be given here to those persons and agencies responsible for the development and maintenance of the project, i. e.

1. Project Director - Cavallo
2. ETV - Landon, et al
3. U.Va. - Graduate program
4. Consultant - Boyen

From here move to:

What is career education? Develop the 5 components - teacher, guidance, vocational, community, and home.

Develop the levels - awareness, exploration, and decision making.

Questions and answers will actually be developed and timed out.

Close with what will follow in programs 2 through 7.

PROGRAM #2
WHAT IT IS

Program #1 introduced you to a school system whose needs for appropriate and relevant experiences for it's students led it to pursue a Career Education project.

Some terminology and definitions were put before the viewer to familiarize them with the concepts.

Program #2 will elaborate on what Career Education is and how it can be an effective vehicle in the educational process. Before we discuss the what it is aspects, let us deal for a few minutes with what Career Education is NOT. (This can be presented through narration by Landon or Cavallo and then ask Lee to discuss)

NOTS: Straight talking before camera.

1. Career Education is not a course or subject to be added to the curriculum which in many instances is already crowded.
2. Career Education is not intended for any special segment of the student population.
3. Career Education does not propose to remove or replace programs which do not exist.
4. Career Education is not synonomous with Vocational Education.
5. Career Education is not a fad which will be gone tomorrow.
6. Career Education is not new or revolutionary.
7. Career Education is not a panacea for American Education.

I will develop this more with excerpts from Morland, Hoyt and others.

. The not's are not intended to imply negatives but rather to clarify some misconceptions.

Let's deal with what Career Education is and how it is being developed for the Roanoke City Public Schools.

I remember Dr. Hoyt's remarks in a speech given at the American Vocational Association in 1974 at New Orleans, when he said, "we should consider vocational education as a program, vocational guidance as a service and career education as a concept."

(Look at Hoyt's Bedford remarks to see if these quotes are there.)

This has helped me put career education into a clearer perspective and should prove helpful if we keep this in mind as we look at programs and the many aspects of the Roanoke Project.

* As we develop the "What is stuff" we can go from on-camera to film of Chapman, Gushee, Capozzi, P.G. County, (the Bedford tapes can be used with kids making peanut butter, language teacher printing menus, English teacher job interviews), Kichlighter at Voc. Rehab.

. It is imperative that we accentuate the following in tape #2 since tapes 3-6 will ride on this impact.

1. interdisciplinary
2. curriculum infusion
3. tactile
4. psychomotor
5. multisensory
6. functional support of basics
7. role playing
8. role models
9. behavior
10. attention span
11. attendance

12. research has shown

13. handicapped

14. hands-on

15. not costly

16. for special needs students, as well as gifted

These things will be spread out so as not to saturate the viewer.

Examples of each will be dramatized through:

1. Jean Chapman - tools, uniforms for

2. Capozzi, Gray, Gushee - infusion, psychomotor

3. Kicklighter - handicapped

4. Laban Johnson - role playing, elective area

5. Boley w/reading & transportation - interdisciplinary

6. Sinkler w/criminology - infusion

7. McCadden - attention span, behavior, attendance

8. Ben Taylor - attention span, behavior, attendance

9. Larew, Madison & P.H. media specialists

This film will not be long enough to detract from programs 3-6.

Closing: Programs 3-5 will deal in more concentrated fashion with elementary, junior and senior high, respectively.

PROGRAM #3
CAREER EDUCATION IN THE ELEMENTARY SCHOOL:
THE DEVELOPMENT OF CAREER AWARENESS

. Program #3 will be the first program tape which concentrates in its entirety on programs and strategies developed exclusively as a result of the Roanoke City Career Education Project. It will deal with K-6 techniques which have been developed by teachers in the graduate course of the C.E. project and who are representative of the five pilot elementary schools (might want to include Jr. age at Fishburn).

. The introduction will refer briefly to the awareness level discussed in tape #1 and cite K-6 objectives (see "Yellow Brick Road"). Buehler, Super, Havighwirt, et al, and then move into actual action sequences.

It will be important to stress that what is being seen are the results of just 4 - 5 months work by the teachers in the project.

| | School | Teacher | Activity |
|---|---|---|---|
| 1. | Fishburn Park | J. Agee | |
| 2. | Virginia Heights | C. Boley | Music |
| | Virginia Heights | L. Graybill | Resource |
| | Virginia Heights | A. Tame | Grade 1 |
| | Virginia Heights | I. McNally | Social Studies |
| | Virginia Heights | A. Tanner | Principal |
| 3. | Monterey | M. Berger | |
| | Monterey | A. Johnson | |
| | Monterey | P. Campbell | Dental Business |
| 4. | Garden City | E. Grim | |
| | Garden City | C. Urguhart | |

| | School | Teacher | Activity |
|---|---|---|---|
| 5. | Round Hill | J. Copenhaver | |
| | Round Hill | B. Dellis | |
| 6. | Fairview | I. Harvis | |
| | Fairview | F. Higgins | |
| | Fairview | S. Lehmbert | |
| | Fairview | B. Monger | |

This will include actual classroom and site activities with classroom and natural noises plus voice over in some situations, explaining what's going on and emphasizing crucial points.

PROGRAM #4
CAREER EXPLORATION IN GRADES 7-9

Program #4 will be the second TV tape which recognizes projects developed by the participants of the Roanoke City School Career Education Project. This segment will be devoted to actual implementation which has taken place in the two pilot high schools.

Portions of tapes have been selected which depict activities which are representative of grades 7-9. Interdisciplinary efforts will be recognized. The strategy which will be featured is that of the integration of career education into subject areas, i.e., curriculum infusion.

It is not intended to minimize the business - labor - industry sector or the home and family, both invaluable contributors in the total career education scheme. Program #6 will be devoted to these components.

Specifically, program #4, Career Exploration in Grades 7-9 will address the classroom teacher, vocational skill training (hands-on activities), and career development through the guidance counselor, school resource persons (media specialists, reading teacher, special education teacher), and the school principal.

Pertinent remarks which are appropriate for the junior high school will be recapped from Program #1 on camera. A transition will be made to actual school and work sites (refer to Program #3 format), accompanied by voice over narration and music.

SAMPLES

| School | Teachers | Area |
|---|---|---|
| Stonewall Jackson | M. Rader | Coordinator |
| | L. Mosser | Community |
| | B. Leonard | Resource Bank |

| School | Teachers | Area |
|---|---|---|
| Stonewall Jackson | L. Larew | Comm. Resource Center |
| | P. Mayer | English/French |
| | W. Houff | Skill Development |
| | M. Powell | Use of Reference Materials |
| | L. Sampson | Awareness |
| | N. Huggett | Physical Science |
| | D. Jordan | Life Science |
| | D. Shark | C. E. For Mentally Handicapped |
| | W. Wright | Physical Education |
| | C. Hobbie | Music |
| | L. Hall | Music |
| | M. Bentley | Music |
| | I. Bowles | Mass Production |
| | C. Farris | Mass Production |
| | J. Wolfe | Mass Production |

PROGRAM #5
CAREER DECISION MAKING AND THE EDUCATIONAL PLAN

A third tape built around a school model will deal with plans developed for staff and students of the pilot school in the Career Education project at Patrick Henry. The decision making process will be considered in this stage of career development for students in grades 10-12. Attention will be devoted to segments of:

A. The comprehensive high school

| Teacher | Area |
|---|---|
| E. Mitchell | Home Ec. |
| N. Robertson | Home Ec. |
| G. Graybill | Student Activities |
| J. Graybill | Administration |
| C. Hancock | Administration |
| J. Arnold | English |
| L. Perry | English |
| C. Booth | Art |
| J. Felty | Art |
| R. Cornett | Foreign Language |
| A. Frost | Foreign Language |
| L. Johnson | Drama |
| B. Porterfield | Social Science |
| G. Reeves | Math |
| N. Roberson | Industrial Arts |

B. The Guidance/Career Resource Center

| Counselor | Area |
|---|---|
| E. Ward | Chairperson & Coordinator |
| M. Brown | Occupational Information |
| E. Ward | The new role of women in the world of work |

PROGRAM #6
UTILIZING COMMUNITY RESOURCES IN CAREER EDUCATION:
THE BUSINESS-LABOR INDUSTRY COMMUNITY AND THE HOME AND FAMILY

This segment will deal with two of the components of career education described by Dr. Kenneth B. Hoyt, the business-labor-industry and the home and family. The Project agrees with leading authorities in career education that these are two of the most vital components in the career education process. Therefore a full program in the series will be devoted to these elements. Community resources were introduced to the pilot school staffs through models of successful school systems who have capitalized on these components.

Techniques in the recruitment of parents, business persons and professionals were accentuated, as well as treatment, employment and follow-up processes. In a short period of time the pilot personnel have been able to enlist the support of an appreciable number of these persons.

The audio visual segment of this series will highlight K-12 developments in the following ways:

K-6 . Resource files of parents who will serve as guest speakers in their respective career areas.

. Parents who will host their children at their work sites.

. Parents who will consent to interviews through tapes and pictures.

SECONDARY

USOE clusters will be identified and then the community will be surveyed to determine the number and variety of persons (including parents) who are willing to co-operate with the school in providing the job expertise which teachers cannot render. Roanoke City business persons who have already been a part of the in-service and graduate programs will appear

in panel discussions for taping sessions. The same arrangements will be made to acknowledge the home and family component. Attention will be given to candid remarks made by these persons as to their observations and reactions to career education.

PROGRAM #7

INTRO - interviews S.O.F. segments

1. Students - participants in career ed. projects
2. Teachers - curriculum fusion
3. Parents - importance of real world situations taught to their children and business
4. Representatives

PANEL DISCUSSION - led by Dr. Bowen

1. Anita Tanner - Elementary - Awareness
2. Ben Taylor - Jr. High School
3. Estille McCadden - Jr. High School — Exploration infusion
4. Lillian Laren - Jr. High School
5. Dick Kepley - Sr. High School — Decision Making
6. Elizabeth Ward - Sr. High School

Each of the panel participants had a significant role in developing interesting and unique Career Education projects in their respective schools. They will discuss their won contribution to these projects as well as their plans to establish an "on-going" career education policy to meet the needs of their students.

EVALUATION - Test Scores*

*Comparison with some national career education programs showing an increase in basic skills development.

PATRICK HENRY HIGH SCHOOL LIBRARY

AUDIO-VISUAL

Aerospace Series
Coronet '67
6 filmstrips. 3 records. guide

Applications and Forms
Interpretive Education
5 filmstrips. 3 cassettes. guide
20 workbooks

Careers in the Fashion Industry
Butterick Publishing Company '75
8 filmstrips. 8 cassettes. guide

Changing Role of Women
Scott Education Division '72
2 filmstrips. 2 records. guide

Choosing a College
Guidance Associates
1 filmstrip. 1 record

Choosing Your Career
Guidance Associates
2 filmstrips. 2 cassettes. guide

Cosmetology
Rembert '72
10 Booklets. 1 filmstrip. 1 cassette, guide

The Creative Potter
Education Dimensions Corporation
1 filmstrip. 1 cassette. guide

The Creative Weaver
Educational Dimensions Corporation
1 filmstrip. 1 cassette. guide

Creative Writing: Imagination and Self-Expression '75
240 slides. guide

Developing Your Study
Guidance Associates '69
2 filmstrips. 2 cassettes. guide

Failure: A Step Toward Growth
Guidance Associates '67
2 filmstrips. 2 records. guide

PATRICK HENRY HIGH SCHOOL LIBRARY

AUDIO-VISUAL

Finding A Job Series
Interpretive Education 1973
5 filmstrips. 3 cassettes. 2 guides

A Career in Computers
Pathesc. Ed. '73
2 cassettes. 2 filmstrips. guide
Parts I & II

Careers in Conservation
Pathesc. Ed. '74
2 cassettes. 2 filmstrips. guide
Parts I & II

Careers in Construction
Pathesc. Ed. '73
2 cassettes. 2 filmstrips. guide
Parts I & II

Careers in Fashion Design
Educational Diminsions '69
1 filmstrip. 1 cassette. guide

Careers in Social Work
Pathesc. Ed. '73
2 cassettes. 2 filmstrips. guide
Parts I & II

Career Educational Series A
Introduction to Careers:
Service Jobs, Factory Jobs,
More Fact., Jobs, Sales
and Distribution

Interpret Education '74
3 cassettes. 5 slides. guide

Career Educational Series B
Interpretive Education '74
Explanation of Jobs:
Structural Jobs, bench-work jobs,
Agriculture jobs, Miscellaneous jobs
3 cassettes. 5 filmstrips. 5 slides. guide

A Career in Health Services
Pathesc. Educational Films 1973
Medical Technology as a Profession
2 cassettes. 2 filmstrips. guide

PATRICK HENRY HIGH SCHOOL LIBRARY

AUDIO-VISUAL

A Career in Transportation
Pathesc. Ed. 1973
Transportation-Vocational Guidance
2 cassettes. 2 filmstrips. guide

Careers in Automotive Service & Repair
Pathesc. Ed. '74
2 cassettes. 2 filmstrips. guide

Careers in Business Administration
Pathesc. Ed. '73
2 cassettes. 2 filmstrips. guide

Careers in Government Service
Pathesc. Ed. '73
2 cassettes. 2 filmstrips. guide
Parts I & II

Careers in Graphical Arts
Pathesc. Ed. Films '73
2 cassettes. 2 filmstrips. guide
Parts I & II

Careers in Leisure Time Industry
Pathesc. Ed. '74
2 cassettes. 2 filmstrips. guide
Parts I & II

Getting & Keeping Your First Job
Guidance Associates '67
2 filmstrips. 2 records. 2 guides
Parts I & II

Tape Recording
Interview, Medical Technician
Imperial Production
1-5" reel 3 3/4 ips. 30 minutes

Tape Recording
Interview-Medical X-Ray Technician
Imperial Production
1-5" reel 3 3/4 ips. 20-30 minutes

Tape Recording
Interview, Nurse Practical
Imperial Production
1-5" reel 3 3/4 ips. 20-30 minutes

PATRICK HENRY HIGH SCHOOL LIBRARY

AUDIO-VISUAL

Tape Recording
Interview - Nurse Registered
Imparial Production
1-5" reel  3 3/4 ips

Four Who Quit
Guidance Associates
2 filmstrips. 2 records. guide

Getting and Keeping Your First Job '67
Guidance Associates
2 filmstrips. 2 records. 2 guides

High School Course Selection and Your Career
Guidance Associates 1969
2 filmstrips. 2 cassettes. guide

How to Read a College Catalog
Guidance Associates
1 filmstrip. 1 record

Hung Up On Homework
Guidance Associates '67
2 filmstrips. 2 records. guide

I Never Looked At It That Way Before
Guidance Associates '67
2 filmstrips. 2 records

Insurance & Your Car
Interpretive Education '73
1 filmstrip. 1 cassette. guide

A Job That Goes Someplace
Guidance Associates '70
2 filmstrips. 2 records. guide

Jobs for High School Students
Guidance Associates '67
2 filmstrips. 2 records. guide

Making the Most of Your Talents
Guidance Associates '75
3 filmstrips. 3 cassettes. guide

Office Worker Series
Interpretive Education '73
5 filmstrips. 5 cassettes. 5-S guide

PATRICK HENRY HIGH SCHOOL LIBRARY

AUDIO-VISUAL

An Overview of Technical Education
Guidance Associates 1971
2 filmstrips. 2 records

The Paycheck Puzzle
Guidance Associates '73
2 filmstrips. 2 cassettes. guide

Preparing for the Job of the 70's
Guidance Associates '66
2 filmstrips. 2 records. guide

Search for Black Identity
Guidance Associates '70
2 filmstrips. 2 cassettes. guide

Self-Care Female
Interpretive Education
5 filmstrips. 3 cassettes. guide

Self-Care Male
Interpretive Education '73
5 filmstrips. 3 cassettes. guide

So You Want to be a Nurse
Vocational Films '67
1 filmstrip. 1 record. guide

Somebody's Cheating
Guidance Associates '69
2 filmstrips. 2 records

Testing, Testing, Testing
Guidance Associates '66
2 filmstrips. 2 cassettes. guide

Transportation
Interpretive Education
2 filmstrips. 2 records. guide

Transportation: Where Do We Go From Here?
Guidance Associates '70
1 filmstrip. 1 cassettes. guide

Turned Out Generation
Guidance Associates 1967
2 filmstrips. 2 records. guide

PATRICK HENRY HIGH SCHOOL LIBRARY

AUDIO-VISUAL

What's Going on Here?
A Study of Media and Propagenda
EMC-1972
5 filmstrips. 5 cassettes. guide with masters

Women-Forgotten Majority
Guidance Associates
Denoyer-Geppert 1971
2 filmstrips. 2 records. guide

Women in Literature
Educational Audio Visual '76
4 filmstrips. 4 cassettes. guide

Why Work At All
Guidance Associates '70
1 filmstrip. 1 record. guide

Your First Week on the Job
Guidance Associates '72
2 filmstrips. 2 cassettes. guide

Your Future Thru Vocational Education
Guidance Associates
2 filmstrips. 2 records

Your Job Interview
Guidance Associates '67
2 filmstrips. 2 records. guide

PATRICK HENRY CAREER RESOURCE CENTER

1. Career Kit
   A. Industrial
   B. Semi-skilled
   C. Health Occupational
   D. Business Occupational

2. Occupational Outlook Hanbooks

3. National Guidance Handbook

4. Encyclopedia of Careers Volume I & II

5. Occupational Files A-Z
   A. Pamphlets on Careers
   B. Catalogues on Careers

6. Career World Magazine

7. Occupational Outlook Quarterly Magazine

8. S.R.A. Kit

9. Occupational Exploration Kit

10. Opportunities in (Series) not updated

11. College Catalogues
    A. Undergraduate Institution Guide
    B. 2 & 4 years. Undergraduate Institution in U.S. and Canada

12. Learning Centers
    1. College
    2. Financial Aid Information
    3. New Job Option for Women
    4. The Services (Military)
    5. Health Careers

13. View Lex

14. Mirco fiche - Virginia Employment

15. Occupational View Deck

16. Two Year College View Deck

17. Four Year College View Deck

PATRICK HENRY HIGH SCHOOL

PRINTED MATERIALS ORDERED FOR THE CAREER RESOURCE CENTER

Private Independent Schools, 1976
Bunting and Lyon, Inc.
238 North Main Street
Wallingford, Conn. 06492

The College Blue Book, Newly Revised,
15th Edition (3 volume set)
Scholarships, Fellowships, Grants, and Loans
The Blue Book of Occupational Education
MacMillan Library Service
243 B. Brown Street
Riverside, New Jersey 08075

Lovejoy's College Guide, 13th edition
Lovejoy's Career and Vocational School Guide
Lovejoy's Prep School Guide
New Opportunities for Women
Women at Work
Creative Careers for Women
Nontraditional Careers for Women
Nontraditional College Routes to Careers
School and Library Department
Simon and Schuster
630 Fifth Avenue
New York, New York 10020

Catalyst Careers for Women
"Opportunities for Women Are Expanding"
Catalyst
14 E. 60th Street
New York, New York 10022

Comparative Guide to American Colleges
Comparative Guide to Junior and Two-Year Community Colleges
Harper & Row Publishers
10 East 53rd Street
New York, New York 10022

Need A Lift?
"To Educational Opportunities, Career Loans,
Scholarships, Employment"
The American Legion
Dept. S.P.O. Box 1055
Indianapolis, Indiana 46206

Dictionary of Occupational Titles, 4th edition, Volume I
Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

PATRICK HENRY HIGH SCHOOL

PRINTED MATERIALS ORDERED FOR THE CAREER RESOURCE CENTER

The Arco-Career Guidance Series
(Series of updated and revised books on 43 careers)
Career World Book Service
501 Lake Forest Avenue
Highwood, Illinois 60040

Career World
(1 year subscription, 30 copies of each issue)
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Real Wordl, Spring, '77 Programs
(30 copies each month for 5 months, Jan.- May '77,
including 30 copies of the current Real World)
King Features, Educational Division
Dept. 1220, 235 East 45th Street
New York, New York 10017

Occupational Outlook Quarterly (6 copies)
Career Education Center
Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Foreign Service Today: A Guide to Career Opportunities
in the International Field
School of Foreign Service
Georgetwon University
Washington, D.C. 20057

Occupational View Decks
(Four-year colleges, two-year colleges)
Chronicle Guidance Publications, Inc.

Guidance Service Subscriptions (2)
(To up-date SRA Occupational Kit)
Job Family Booklets (set)
Decision-Making for Career Development (kit)
Science Research Associates, Inc.
259 East Eric Street
Chicago, Illinois

Professional Careers Kit
Science and Engineering Careers Kit
Semi-skilled Careers Series
Health Careers Service (to up-date current kits)
Business Careers Service
Industrial Careers Service

PATRICK HENRY HIGH SCHOOL

PRINTED MATERIALS ORDERED FOR THE CAREER RESOURCE CENTER

Occupational Outlook Handbook, 76-77 edition (40 copies)
Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

MEDIA CENTER - JEFFERSON

AUDIO-VISUAL

Career Discoveries
People Who Work in Science
Guidance Associates 1972
4 filmstrips. 4 cassettes. guide

Career Discoveries
People Who Help Others
Community Organizer
Day Care Worker
Physical Theropist
Guidance Associates 1972
4 filmstrips. 4 cassettes. guide

Career Discoveries
People Who Create Art
Guidance Associates '72
4 filmstrips. 4 cassettes. guide
Designer, Puppeteer, Musician

Career Discoveries
People Who Organize Facts
Guidance Associates '72
4 filmstrips. 4 cassettes. guide
Bakery For Women, Automative Researcher, TV Sports Editor

Careers Discoveries
People Who Make
Guidance Associates 1972
4 filmstrips. 4 cassettes. guide
Aircraft Assembler, Cheft. Model builder

Career Discoveries
People Who Influence Others
Guidance Associates '72
4 filmstrips. 4 cassettes. guide
Model, Creative Director, County Agent

Kit
Adventures in the World of Work
Random '73
6 filmstrips. 6 cassettes. 6 duplicating masters. guide
Secondary Career Materials
Who puts the light in the bulb
print in the book
ice in cream
blue in jeans
room in house
grooves in records

MEDIA CENTER - JEFFERSON

AUDIO-VISUAL

Kit
Who Works for You
Random '74
6 filmstrips. 6 cassettes. 6 duplicating masters. guide
Who Puts news on TV?
Care in Health Care
Plane in air
Fun in free time
Keeps America clean

Classroom Journeys
Toll '71
6 filmstrips. 3 records. guide
Trip to Police Station, fire station, court, airport, electric power plant, sewage treatment plant.

Exploring Careers
SVE '73
Group I, II, III & IV
6 filmstrips. 3 cassettes. guide

Focus on Small Business Owners
Eye Gate '74
4 filmstrips. color. 2 cassettes

Hospital Job Opportunities
Eye Gate '72
10 filmstrips. color. 5 cassettes

# BIBLIOGRAPHY

The following lists compile a complete reference to all career or career-related material, both printed and audio-visual which can be found at Patrick Henry High School and the Media Center for Roanoke City Public Schools, located at Jefferson Hall. Materials are divided according to location:

Patrick Henry High School Library

Patrick Henry Career Resource Center

Bureau of Teaching Materials/Jefferson Hall

Also, listed are the titles of printed materials for the new Career Resource Center at Patrick Henry, which have been ordered by Mrs. Elizabeth Ward, Guidance Coordinator, Patrick Henry High School.

## REFERENCES


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Careers in Astronautics & Rocketry
McGraw-Hill Publishing Company, 1962

Anderson, Ruth
Secretarial Careers
Walck, H.Z., 1961

Arnold, Arnold
Career Choice for 1970's

Aulick & Cross
Careers in Age of Automation
Hawthorne, 1968

Babcock, Dennis
Careers in the Theater
Lerner, 1975

Baker, Eugene
I Want to be a Beauty Operator
Children's Press, 1969

Barnett, Les
Careers in Computer Programming
Walck, H.Z., 1967

Bayliss, Sylvia J.
Community Service & Related Specialists
Doubleday, 1970

Beavlac, Willard L.
Career Diplomat
MacMillan Publishing Company, 1964

Berg, L.D.T.
Aim for a Job in Welding
Richards Rosen, 1967

Biegeleisen, Jacob
Careers in Commerical Art
Dutton, 1952

Bond, F. Fraser
An Introduction to Journalism
MacMillan Publishing Company, 1961

Boron, Henry
Career Guidance for a New Age
Houghton, 1973

## REFERENCES


Botter, David
News Reporters & What They Do
Watts, F., 1959

Branche, S.D., ed.
Handbook of Job Facts
Science Resource, 1959

Brenner, Barbara
Careers & Opportunities in Fashion
Dutton Publishing Company, 1964

Cashin, J.A.
Careers & Opportunities in Accounting

Clipper, Henry
Careers in Conservation
Ronald Publishing Company, 1963

Cohn, Angelo
Careers with Foreign Languances
Walck, H.Z., 1963

Colman, Hila
A Career in Medical Research
World Publisher, 1968

Corse, Robert
Your Place in Merchant Marine
MacMillan Publishing Company, 1964

Costello, Joan M.
Concise Handbook of Occupation
Doubleday, 1971

Daly, D.F.
Aim for a job in Air-Comditioning & Refrigeration
R. Rosen, 1968

Daugherty, C.M.
Wider Than The Sky
Harcourt, 1958

Davis, Mary
Careers in Baseball
Lerner, 1973

Dean, Jennifer
Careers in a Department Store
Lerner, 1973

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Careers with an Airline
Lerner, 1973

Delano, M.
How to be a Top Secretary
Tupper & Love, 1954

Deming, Dorothy
Careers for Nurses
McGraw Publishing Company, 1952

Dietz, Betty W.
You Can Work in the Educational Services
Day, 1968

Dietz, Betty W.
You Can Work in the Health Services
Day, 1968

Doyle, R.V.
Your Career in Interior Design
Messner, 1969

Dutton, Ann
Guarding the Treasured Lands
Lippincott, 1965

Englehardt, Stanley L.
Careers in Data Processing
Lothrop, Lee & Shephard, 1969

Ferguson, J.G.
Career Opportunities: Ecology, Conservation and Environmental Control
Doubleday Publishing Company, 1971

Fischer, George
Your Career in Computers
Meridth, 1968

Floherty, John Jr.
Behind the Silver Shield
Lippincott, 1957

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Your Future in the Marine Corps

Freeman, Dorothy
Very Important People Behind the Scene in Medical Work
Children's Press, 1973

Frost, Jane C.
Your Future as a Dental Assistant
R. Rosen, 1971

Galety, Olive P. ed.
Your Future in the Fashion World
R. Rosen, 1960

Galus, Henry S.
Charting Your Course
MaCrae Smith, 1957

Gardiner, G.L.
How You Can Get The Job You Want
Harper, 1962

Gardner, Dic
Is My Job for You?
Doubleday Publishing Company, 1962

Garland, John
Choice of a Medical Career
Lippincott, 1961

Gelb, Lawrence M.
Your Future in Beauty Culture
R. Rosen, 1970

Goodfellows, T.M.
Your Future in Railroading
R. Rosen, 1970

Harrison, C.
Find a Career in Auto Mechanics
Putnam, 1964

Heiman, Grover
Careers for Women in Uniform
Lippincott, 1971

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So You Want to Go Into Industry
Harper, 1960

Heeflin, Ruth
Careers in Home Economics
Macmillan Publishing Company, 1970

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The Encyclopedia of Careers & Vocational Guidance
Volume I & II
Doubleday Publishing Company, 1967

Hoppocbe, Robert
Occupational Information
Doubleday Publishing Company, 1968

Hoyt, Kenneth
Career Education for Gifted and Talented Students
Olympus, 1974

Ingoldsby, Patricia
The Executive Secretary
Doubleday, 1969

Kaplan, Albert A.
Careers in Department Store Merchandising
Walck, H.Z., 1962

Keefe, John
Aim for a Job in Appliance Service
R. Rosen, 1969

Kelly, William R.
Work Smartly

Keefe, John
The Teenager & The Interview
R. Rosen, 1971

Kinsigner, Robert E.
Health Technicians
Doubleday, 1970

Kirk, Weir R.
Aim for a Job in a Hospital
R. Rosen, 1968

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Kitson, H.D.
I Find My Vacation
McGraw Publishing Company, 1954

Kitson, Harry D.
Vocations for Boys
Harcourt, 1955

Landis, Lawrence
The Air Force
Viking, 1958

Lederer, Mariel
The Guide to Career Education
Quadrangle, 1974

Leeming, Joseph
Jobs That Take You Places
McKay, 1953

Lembeck, Ruth
Teenage Jobs
David McKay, 1971

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Your Place in America's Space Program
MacMillan Publishing Company, 1964

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You Can Be A Mechinst
Lothrop, Lee & Shepherd, 1975

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Vocations for Girls
Harcourt, 1951

McGill, John P.
Aim for a Job in the Trucking Industry
R. Rosen Press, 1972

McLeod, Sterling
Careers in Consumer Protection
Messner, 1974

MacGil, Gillis
Your Future as a Model
R. Rosen Press, 1971

Macrae, Ruth K.
Cues for Careers
Macrae Smith Company, 1954

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Successfully Finding Yourself & Your Job
Harper, N.Y. 1959

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Essays on Career Education
National Institute Education, 1973

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Cowles Guide to Careers & Professions
Cowles, 1968

Mayo, Lucy G.
You Can Be An Executive Secretary
MacMillan Publishing Company, 1965

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Careers
Pathfinders, U.S.A.
Messner, 1957

Nourse, Alan E.
So You Want to be a Doctor
Harper, 1957

Noyes, Nell B.
Your Future as a Secretary
Rosen, 1963

Paradis, Adrian A.
Dollars for You, 150 Ways for Boys to Earn Money
McKay, 1958

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From High School to a Job
McKay, 1956

Paradis, Adrian A.
Job Opportunities for Young Negroes
McKay, 1969

Paradis, Adrian A.
You & The Next Decade
McKay, 1965

Paul. Grace
Your Future in Medical Technology
R. Rosen Press, 1970

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Let's Publish a Book
Let's Take a Bus Trip
Let's Visit a Bakery
Let's Visit a Clothing Factory
Let's Visit a Flower Shop
Let's Visit a Furniture Factory
Let's Visit a Mining Company
Let's Visit a Paper Mill
Let's Visit a Rubber Company
Let's Visit a Ship
Let's Visit a Silver Company
Let' Visit a Spaceship
Let's Visit a Television Station
Let's Visit an Electric Company
Let's Visit an Oil Company
Let's Visit Mexico City
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